

**More about a Key Stage 2 day;** including aims & outcomes, fees, suggested prior learning and follow-up activities such as inventories, cooking and portraits.

**The class should be divided into two working groups prior to arrival  
The children will work in these groups throughout most of the day.**

**Project timing 10.00 am - 2.15 pm**

Children will have the opportunity to:-

- tour the house and see the famous Harvington Hall priest holes;
- wear Tudor replica clothing;
- learn a Tudor dance;
- learn about life in the Tudor kitchen and the Hall estate including handling artefacts.

### **Aims and Outcomes**

#### **Aims**

Children should learn

- to draw conclusions about life in Tudor times from different sources of information;
- to distinguish between wealth and poverty in Tudor times;
- to investigate the religious significance of Harvington Hall;
- to use written and built sources of evidence to explore life on a working estate through the ages.

#### **Outcomes**

Children can

- evaluate and analyse sources for information;
- identify differences in lifestyle between rich and poor that show an understanding of some of the significant features of the lifestyles of men, women and children;
- understand the religious significance of Harvington Hall and its place in Tudor history;
- appreciate the sequence of the working year in the past and how life on a working estate has changed over time.

#### **Thinking skills**

- Information Processing: Comparing/contrasting information; identifying and analysing relationships (processing information when identifying similarities and differences between life in Tudor times and life today).
- Reasoning: Giving reasons for opinions/actions; inferring; making deductions; (giving reasons as to why people acted as they did in relation to the difficulties of Catholic worship in Tudor times).
- Using precise language to reason (describing objects and explaining how they work, whilst considering and sorting replica artefacts)
- Enquiry: Asking questions; drawing conclusions (asking questions and finding answers throughout the tour and in the Malt House exhibition).
- Creativity: Applying imagination (Use imagination to empathise with the people who lived at Harvington Hall, using the information given by guides and the atmosphere of the built environment).

### **Fees for the Tudor Activity Days (up to 35 pupils) will be:-**

**£4.75 per pupil (minimum fees £100)** (Teachers / adults free, up to 1 per 10 pupils)

### **Suggested prior learning**

#### **Researching life at Harvington in Tudor times**

You may wish to use some of the information contained in the KS2 Tudor resource pack as a basis for children to learn about aspects of the Hall and Tudor life before their visit.

#### **Researching religious differences in Tudor times**

The following web site contains an interactive document activity which can be used on an interactive white board. This will provide children with relevant background information to this topic.

<http://www.tudorbritain.org/religion/index.asp>

\*A PowerPoint image resource is available to download from the website, this includes, images of Harvington Hall, Portraits of Humphrey and Abigail Pakington, Mary Yate and the 1745 Estate map.

## **Suggested follow-up activities**

- Using inventories
- Tudor cookery
- Tudor portraits

### **Using Inventories**

#### **Inventories**

In 1529 a law was passed that said when a person died a detailed list of all their belongings should be made. This was called an inventory and it helped to stop arguments and fraud. An inventory usually lists the furniture and personal belongings of the person who has died. Sometimes they tell us the rooms that these belongings were in. They are really useful evidence about the time in which the person lived.

#### **Ideas for using the inventory below**

1. Ask the children to complete a homework activity that makes a list of every possession in one room of their house. (You may prefer to do this with a room in the school.)
2. Show the children the image of the inventory from the document. Encourage the children to decipher the secretary hand before you give out the transcript.
3. Ask the children to investigate some of the items on the inventory. This can be done using IT and resource books.
4. Compare the items on their own inventories with the items on the Tudor one.
5. Ask the children to write a short account of 'a day in the life of John'. Ask them to include words from the inventory where they can.
6. Using the David Tedder inventory on the website below, compare the two inventories and discuss the differences between these with the children.

[http://www.windowsonwarwickshire.org.uk/spotlights/rich\\_or\\_poor/tedder\\_inventory.htm](http://www.windowsonwarwickshire.org.uk/spotlights/rich_or_poor/tedder_inventory.htm)

## Copy and transcription of John Packington's Inventory

### John Pakington's Probate Inventory

The inventorye of all goods and chattelles of John Pakington of Chaddysleye Corbett in the Countye of Worcester Esquier. Deacessyd the vjth Day of marche Ano Elyzabethe xxth Ano Dno 1578, prayed by Rychard Cupper Esquier, Edmund Brode gentellman and John bache yoman

In p'mis Vtenssylls of Woode in the  
hall parlor and butterye iiij li

Itm tow peyre of anndyrons with  
fyerhsovell and tonges  
xxs.

Itm chestes and coffers in all the  
chambers and other Utensylls of Woode ther iii li

Itm tow peyre of anndyrons wth fyershovells  
and tongs in the chambers xiiij s  
iiij d

Itm bedsteds and bedding wyth  
All ther appurtenauntys xl li

Itm Utensylls of Woode and yerne  
In the Kytchyne and brewhousse xl s.

Itm all manner impulments of brasse viiij li  
Itm all manner of impullments of peawtr vjli  
Itm all manner of Lynnen stuffe xxli  
Itm carpetts and cusshynnes xls.

Itm hys apparel of all sorts wth  
hys cheyne of golde and rynges lx li  
Itm all hys silver platte

## Tudor Cookery

**Please be aware for health and safety reasons one of these recipes involves boiling water and should only be used with adult supervision.**

### **Tudor Jumbles**

This recipe is adapted from The Good Housewife's Jewel which was written in 1596/7 by a man called Thomas Dawson.

We believe that the name jumble comes from 'gemmel', a twin finger ring. Jumbles were often made in the form of two interlaced rings.

#### **Ingredients**

- 2 eggs
- 100g sugar
- 15 ml aniseed or caraway
- 175g plain flour



1. Add the eggs to the sugar and aniseed or caraway until it has a creamy texture.
2. Add the flour steadily until you have pastry-like dough.
3. Flour a dry work surface and knead the dough for about 10 minutes.
4. Take a small piece of the dough and roll into sausage-shaped strips about 1 cm in diameter X 10 cm in length.
5. Plait two of these strips and then place them carefully into a pan of boiling water.
6. Cook for five minutes then take them out and leave them to drain.
7. Place them on a greased baking tray and bake in a preheated oven at 180°C, 350 F, Gas mark 4 for 10-15 minutes. Check regularly.
8. When they are golden brown turn them over and bake for another 5-10 minutes.

### **Tudor Gingerbread Recipe**

#### **Ingredients**

- 500 g of clear honey
- 500g fresh white bread crumbs
- 2 teaspoons ground cinnamon
- 2 teaspoons ground ginger
- 1 teaspoon ground black pepper

1. Use runny honey and pour it in to a large mixing bowl.
2. Add the bread crumbs and the spices, and stir well together.
3. Press the mixture into a square dish and put into the fridge for one or two hours.
4. Cut the mixture into squares.
5. The Tudors would decorate this by sticking two small box leaves into each one and placing a whole clove in the middle.

## **Tudor Portrait activity**

**Aim:** to create a Tudor portrait

Resources

- pencils
- paint
- paper
- brushes
- protective clothing
- images of Tudor portraits
- mirrors

### **Background information**

A portrait generally describes a work where a consciously posed sitter is painted and that person and their identity is the main focus of the study. Show the children the PowerPoint images of the portraits of Humphrey and Abigail Pakington.

### **Introduction**

Pupils should be given some time to discuss what a portrait is and who might have one painted. Show the children the Tudor portraits and discuss the types of clothes, hats etc. that they are wearing.

### **Activity 1: The Face**

This is a useful exercise which will help children understand the shape and structure of their face before beginning their portraits. Ask the children to watch very carefully and follow these actions with you.

This exercise will help you understand the structure of your face.

Put your fingers at the side of your temples and feel the flatness. Now move your fingers down and across your cheek bones. Move up to the sunken areas under and around your eyes and over your eyelids to your eyebrows; your eyes are spheres that sit under the upper and lower eyelids.

Start again at your temples and move your fingers down your face past your nose ending at your chin. Move from your chin either side along your jawbone until you reach the hollow just behind your ear, move out from these hollows back to your temples.

Put the heel of your hand on your chin and spread the fingers. The top of your middle finger will come at least halfway up your forehead. Your hand will almost cover your face!

Did you know that?

- your eyes are half way down your skull;
- your face is five eyes wide;
- the tops of your ears are level with your eyebrows;
- the bottom of your ears are level with the space between your nose and the top of your lips;

- your nose ends half way between the space from your eye to your chin.

### **Activity 2: Looking at colour**

Try mixing the following

- Bright red + bright yellow + a small amount of mid blue (lighter colour skin tones)
- Deep red + medium brown+ bright red (darker skin tones)

### **Activity 3: My Tudor portrait**

Give out the materials to the children and ask them to make a sketch of their own face...making it as large as possible to fill the space. They can now add ruffs, hats and jewels and complete their portraits

#### Tudor Portraits

Tudor portraits were commissioned. This means that the artist was paid to paint them. In order to make sure that they were paid they often flattered the sitter.

The Tudor Monarchs used portraits as a ways of strengthening their position. Portraits were painted to make them look powerful, rich and important. Portraits were also used by rich people for matrimonial purposes. In this way suitors who lived far away from one another could see what each other looked like.

You may have heard of the story of the portrait that Hans Holbein, the court painter to Henry VIII, painted of Anne of Cleves. Holbein was sent to Germany to paint Anne so that Henry could decide whether he might like to marry her. When Henry saw the finished portrait he thought Anne looked pretty and gave his consent to the marriage. However when poor Anne arrived in England Henry decided that she looked nothing like her portrait and he was very angry with Holbein.

Under Elizabeth I the popularity of portraiture increased. Elizabeth wanted to create an image she could use for propaganda proposes. As she grew older her portraits were less realistic and showed her face almost like a mask.

In these she is always shown wearing magnificent dresses with hundreds of jewels. In later years she insisted that any portraits of her that she did not like were destroyed.

The wealthier classes also began to have their portraits painted. They too were shown wearing expensive clothing and jewels which demonstrated their wealth.

Towards the end of the period middle class people might also commission their portrait to be painted.

Poor people did not have their portraits painted and we only know what they looked like because of the wood cuts and engravings made at the time. These were usually used to illustrate the trades and work they did.

## Further information

Information on people connected to the Hall can be found in the People connected to the Hall PDF document on this site.

### Web sites suitable for Tudor Study

<http://www.tudorbritain.org/>

All about the Tudors from the V&A and the National Archives

<http://tudorhistory.org/wives/>

Henry and his Wives

<http://www.brimms.co.uk/tudors/>

Henry VIII and the Tudors

<http://www.headlinehistory.co.uk/#>

You can write your own Tudor article at Headline History

[http://www.windowsonwarwickshire.org.uk/spotlights/rich\\_or\\_poor/default.htm](http://www.windowsonwarwickshire.org.uk/spotlights/rich_or_poor/default.htm)

Site written by pupils with good pictures of artefacts and the inventory of a poor Tudor.

<http://www.snaithprimary.eril.net/ttss.htm>

Snaith Primary School website

<http://www.burbage->

[jun.leics.sch.uk/HTML%20files/tudors/index/index\\_page.htm](http://www.burbage-jun.leics.sch.uk/HTML%20files/tudors/index/index_page.htm)

Burbage Primary School site

<http://www.objectlessons.org/index.php>

Good site with Tudor artefacts. Type in the word Tudor in the search box

## Bibliography

**These books are suitable for teachers only:**

Strong, Roy, 'Gloriana. The Portraits of Queen Elizabeth I,' Thames and Hudson, 1987

Mikhaila N. and Malcolm-Davies J. 'The Tudor Tailor'.

Hodgetts M. 'Life at Harvington 1250 - 2000' available at the Hall.

Hodgetts M. 'St. John Wall' available at the Hall

Kenyon J. 'The Popish Plot'

There is a leaflet about Nicholas Owen available at the Hall.

## Contact details

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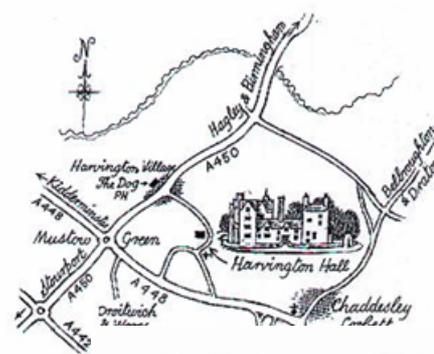
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