



S A N D R I N G H A M

SANDRINGHAM TEACHER PLANNING GUIDE

The aim of this pack is to provide teachers with information and ideas to enable them to make the most of their trip to Sandringham. We hope that we have shown in this guide how Sandringham can offer a wide range of topics for study in relation to the National Curriculum which will enable you to maximise the educational value of a visit to Sandringham.

If you wish for any further information or would like support in planning your trip, please contact Hannah Woods, Learning and Engagement Coordinator, on 07787381225.

RECOMMENDED SUBJECTS TO STUDY

Art and Design

English

History

Science

Citizenship

SUGGESTED STUDY TOPICS

Art and Design	House	Grounds	Museum
Fine Art	*		*
Decorative Arts	*	*	*
Practical Art	*	*	*
Architectural Styles	*		*
Costume and fashion	*		*
Art and design from around the world			*
English			
Period Literature	*		
Creative Writing	*	*	*
History			
Local History	*		*
Royal Family Tree	*		*
Victorian Britain	*	*	*
The World Wars	*		*
Britain in the 20th Century	*	*	*
Transport			*
Arms and Weapons	*		
Science			
Weather and Seasons		*	
Biology of Trees and Plants		*	
Lifecycles		*	
Water		*	
Citizenship			
People: past and present	*		*
The Monarchy	*		*

THE HOUSE may be used:

Art and Design

- to show architectural features and styles. *How does it compare with more modern homes?*
- to study examples of fine and decorative arts. *Consider techniques, styles and materials. Are these typical of the time? Does art reflect society?*
- as a basis for practical art and design. *Students can study the bronze and marble statues and then make their own clay sculptures, build models of houses, paint portraits, design interiors etc.*

English

- to inspire creative writing. *Perhaps poetry or prose about the House itself, its occupants or past and present life. Perhaps also a critical piece of writing about a particular work of art.*
- to "realise" period novels or poetry by giving pupils a picture of life at the time described in the literature. *Students can see photographs and paintings of people, buildings, interiors and grounds of the period. How easily would modern writing fit into this kind of setting?*

History

- to give students a clearer idea of life in Victorian Britain from daily life, to social behaviour, fashion, styles and technological development. *Perhaps a trip to Sandringham could be combined with a visit to Trues Yard in King's Lynn to compare the differences between family life of the rich and the poor of the time. How has social inequality changed? Is it better or worse? How did the changes come about?*

Science

- to look at building structures and materials. *How was the House made and with what? Compare modern heating systems with old fireplaces. Consider the practicality of the design.*
- to exemplify types of clocks and time-pieces. *Do pupils understand the concept of time? What was used before clocks? Do clocks mirror the popular styles and tastes of the time?*
- to show many fine examples of 19th Century weaponry. *Consider the concept of war and compare the idealisms and "heroism" with the harsh reality of killing and the devastation to communities and local life. Look also at the weapons as works of art - look at their detail and fine materials. Compare with modern day arms.*

Citizenship

- to bring to life the Royal Family Tree through stories, portraits, photographs, belongings etc. *How does Royal lineage work? Who becomes the next heir to the throne? How are people related? Look at the joining of countries through marriage.*
- to look at employment. *Find out about Estate workers, their accommodation and working environment. How many people were needed to run the Estate then and now?*

THE GROUNDS may be used:

Art and Design

- to see and appreciate outdoor sculptures. *How were they made? What materials were used? How do they withstand weather conditions?*
- to draw from nature. *Study the natural patterns. Sketch the view. Look at the colours. What difference does it make to draw in black and white only? Study sketch and paint the wildlife. Observe in the micro and the macro.*

English

Creative writing. Use the various sculptures around the garden to create a story. Write a descriptive piece about the gardens. Imagine there are magical fairy creatures that live in the woodland.

Science

- to look at the effects of weather and consider the changing colours of the seasons. *Why do leaves change colour? Why do some trees shed their leaves? Why do plants and trees need sun and rain? What would happen to plants in a sharp frost?*
- to learn about the biological life and make-up of trees and plants. *Learn about photosynthesis. Collect different types of leaves. How does a tree's life begin?*
- to think about the gardening calendar. *What jobs need to be done in the gardens and what time of year should they take place? What if things are done a few months later than schedule?*
- to consider landscaping and the difference between woodland and formal gardens. *Consider the old and new layouts of the Grounds. Which is better? Why? What are the advantages of woodland? Do garden landscapes reflect social tastes and styles?*
- to study water. *Look at the lakes, plants and wildlife. Where does the water come from?*

THE MUSEUM may be used:

Art and Design

- to give further examples of paintings and sculpture.
- to give further examples of decorative arts.
- for practical art. *Draw a fire-engine, design a car, make a commemorative mug etc.*
- to look at the architectural style of the building. *How does the building reflect its previous uses? What was it used for? What is it made of? Is it practical now, as a museum?*

English

- as a basis for creative writing. *Write a story or a poem about fire, transport or the Royal Family.*

History

- to illustrate local history.
- to see an extensive range of photographs to illustrate both the Royal Family and life on the Estate. *In what ways do people look different now? Have other parts of the Estate changed? What did King Edward VII look like?*
- to illustrate Victorian Britain through objects, paintings and photographs. *Look at daily life, fashion, transport etc. How has modern life changed? Is it better or worse? How did people communicate? How did people spend their leisure time? Did everyone have leisure time? What about industrialisation?*
- to see an old fire-engine. *Has the design changed now? Are modern fire engines more efficient? What causes fire? How can it be controlled?*
- to see examples of old cars. *What are the main differences between past and present designs? Why do you think they have changed? What was used before cars?*

Citizenship

- People: past and present. *Compare lives and attitudes of people. Rich and poor; was it worse in the past for the poor? What was it like working on a big estate then compared to now?*
- The Monarchy. *Learn about and discuss the role of citizens, parliament and the monarchy*
- Cultures and Beliefs. *Observe gifts from around the world. Look at different cultures and beliefs, different countries and climates, different languages and lifestyles.*

HISTORY AT SANDRINGHAM

Sandringham is particularly well-suited as a foundation for the study of History. The Museum and the House itself are peppered with artefacts, photographs and paintings which can serve to illustrate different historical periods, notably Victorian and Edwardian life.

KEY STAGE 1

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. (Key Stage 1, National Curriculum, 2014)

ATTAINMENT TARGETS

1 Knowledge and understanding

- **Understand a sequence of events in the past and place objects in chronological order:**

Hear the story of the acquisition of Sandringham House by The Royal Family.

Learn about family trees and how the present Queen is related to King Edward VII.

Consider the chronological order of the commemorative mugs in the Museum.

- **Identify differences between the past and present:**

Look at the differences between past and present dress in photographs and paintings in the House and Museum.

See the fire engine and vintage cars in the Museum and talk about the differences between those and their modern-day equivalent.

Find out how the gardens are different now from in Victorian and Edwardian times. Look at old photographs and postcards in the Museum.

2 Interpretation

- **Distinguish between a fact and a point of view:**

Talk about Queen Alexandra as a past Queen of England and also as "a good and beautiful woman" - explain the difference.

Distinguish between facts and points of view when looking at the Gardens and listening to descriptions of them.

- **Detect differences in different stories of the same subject:**

Pupils could each tell their own story of the Peter Pan bronze statue in the House or talk about one of the brass utensils in the Museum, then compare accounts and listen out for the differences.

3 Use of Historical Sources

- **Talk about information acquired from an historical source:**

Discuss what you see in photographs and postcards or other artefacts in the House and Museum.

- **Recognise that historical sources can help answer questions about the past:**

Discuss how artefacts in the Museum can help explain how people used to make jelly and dairy products such as butter.

- **Make deductions from historical sources:**

For example, by looking around the House, make deductions about the people who lived, or still live, at Sandringham.

KEY STAGE 2

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. (Key Stage 2, National Curriculum, 2014)

ATTAINMENT TARGETS

1 Knowledge and understanding

- **Describe changes that took place over a period of time:**

Think about change in the way household tasks were performed for example, washing clothes or preparing food.

- **Give a reason for an historical event or development:**

Why, in Victorian times, did railways become a more important form of transport than canals and how did this affect Sandringham?

- **Identify differences between times in the past:**

Look at changes in fashion from Victorian and Edwardian times through to the First World War, and the reasons and ideals behind the newer styles. Pictures can be found in the House and the Museum.
Do a similar study with motorcars - use the Museum for some examples.

- **Recognise that over time some things changed and others stayed the same:**

Identify aspects of everyday life which have changed greatly over the last 100 years and others which have changed very little. Group these changes under headings of "rapid" or "gradual" change and "local" or "national". Find evidences of some of these changes in the Museum.

- **Describe different features of an historical period:**

Collect and arrange pictures, maps, diagrams etc which illustrate aspects of life in Victorian and Edwardian times. Consider the differences between life in a stately home, such as Sandringham, and family life in the poor parts of town such as Trues Yard in King's Lynn.

2 **Interpretation**

- **Understand that deficiencies in evidence may lead to different interpretations of the past:**

In the Museum is a display of items from the old Sandringham Dairy. The Dairy is no longer standing and information about it is limited, so people may give different accounts of why it was built and why it was demolished.

3 **Use of Historical Sources**

- **Make deductions from historical sources:**

For example, about social groups in Victorian Britain, by looking at the clothes people wore as seen in photographs and paintings in the House and Museum.

- **Consider the usefulness of a historical source:**

For example, how a visit to Sandringham House can be used to reconstruct the way of life of its former inhabitants.

KEY STAGE 3 and 4

Pupils should extend and deepen their chronologically secure knowledge and understanding of British, local and world history, so that it provides a well-informed context for wider learning. Pupils should identify significant events, make connections, draw contrasts, and analyse trends within periods and over long arcs of time. They should understand how different types of historical sources are used rigorously to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed. (Key Stage 3 and 4, National Curriculum)

ATTAINMENT TARGETS

1 Knowledge and Understanding

- **Describe different ideas and attitudes of people in an historical situation:**

For example, give a concise account of the range of views on the coming of railways to Victorian Britain. See the effect that the railway had on Sandringham, and in particular how it affected the decision by The Royal Family to buy Sandringham.

Understand the impact that the two World Wars had on life at Sandringham.

- **Show how different causes of an historical event are connected:**

Consider changes in living standards during the 20th Century both at Sandringham and in Britain in general. Look at the causes of the changes and the links between them, for example, links between technical development and economic growth.

2 Interpretation

- **Demonstrate how historical interpretations depend on the selection of sources:**

For example, how the use of memoirs can lead to different interpretations of social and economic change in 19th Century Britain. Look at the difference between memoirs of a stately home and those of a poor fishing community in King's Lynn such as Trues Yard.

- **Show how attitudes and circumstances can influence an individual's interpretation of historical events or developments.**

For example, think about how different people in different circumstances may have viewed the abdication of King Edward VIII: consider the Royal staff, the general public and leading national and local newspapers.

3

Use of Historical Sources

- **Compare the usefulness of different historical sources as evidence for a particular enquiry:**

How reliable and valuable are they? - for example, how reliable are newspapers as historical sources. Consider bias (either for or against The Royal Family) when reporting news. How useful are tv shows like The Crown in interpreting events in history.

Show how a source which is unreliable can nevertheless be useful:

For example, how Second World War propaganda, although biased, can help to throw light on contemporary attitudes. Similarly, newspapers and magazines may give an account of Royal events which reflects the writer's personal views rather than being completely impartial, but this may still serve to give an insight into public opinion of the time.

We also have available to download a variety of study packs which may help with supplying historical information for your planning. These include:

- The Victorians
- Kings and Queens (since Queen Victoria)
- World War I
- World War II.

We hope you enjoy your visit to Sandringham and have found this information useful for planning your own self-guided trips.

Please see the Learning and Engagement area of our website in early Spring to see what workshops will be available for Key Stage 1 and 2 in 2020.