



ENGLISH HERITAGE
EDUCATION

KS1-2

KS3

KS4+

TEACHERS' KIT

Kenilworth Castle and Elizabethan Garden

This kit helps teachers plan a visit to Kenilworth Castle and Elizabethan Garden, a medieval fortress turned Elizabethan palace, which has been at the centre of England's affairs for much of its 900-year history. Use these resources before, during and after your visit to help students get the most out of their learning.

GET IN TOUCH WITH OUR EDUCATION
BOOKINGS TEAM:

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Step into England's story

WELCOME

This Teachers' Kit for Kenilworth Castle and Elizabethan Garden has been designed for teachers and group leaders to support a free self-led visit to the site. It includes a variety of materials suited to teaching a wide range of subjects and key stages, with practical information, activities for use on site and ideas to support follow-up learning.

We know that each class and study group is different, so we've collated our resources into one kit allowing you to decide which materials are best suited to your needs. Please use the contents page, which has been colour-coded to help you easily locate what you need, and view individual sections. All of our activities have clear guidance on the intended use for study so you can adapt them for your desired learning outcomes.

To further aid your planning, we have created Hazard Information guidance, which you can download from the Kenilworth Castle and Elizabethan Garden **Schools page**. For information on our expert-led Discovery Visits and an overview of what your class can experience, visit our **Schools page**. You can find more practical information about your booked visit to Kenilworth Castle and Elizabethan Garden in the Education Visit Permit and the Site Information Pack which have been sent to you.

We hope you enjoy your visit and find this Teachers' Kit useful. If you have any queries please don't hesitate to get in touch with a member of our team either via bookeducation@english-heritage.org.uk or on 0370 333 0606.

English Heritage Learning Team

ICON KEY

The icons below will help you quickly identify the types of activities and information presented.



MAP



WRITE



EXAMINE



ROLE PLAY



LOOK



MUSIC



ART



QUOTE



GROUP
ACTIVITY



INDIVIDUAL
ACTIVITY



CHALLENGE



DID YOU
KNOW?

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KS1-2

KS3

KS4+

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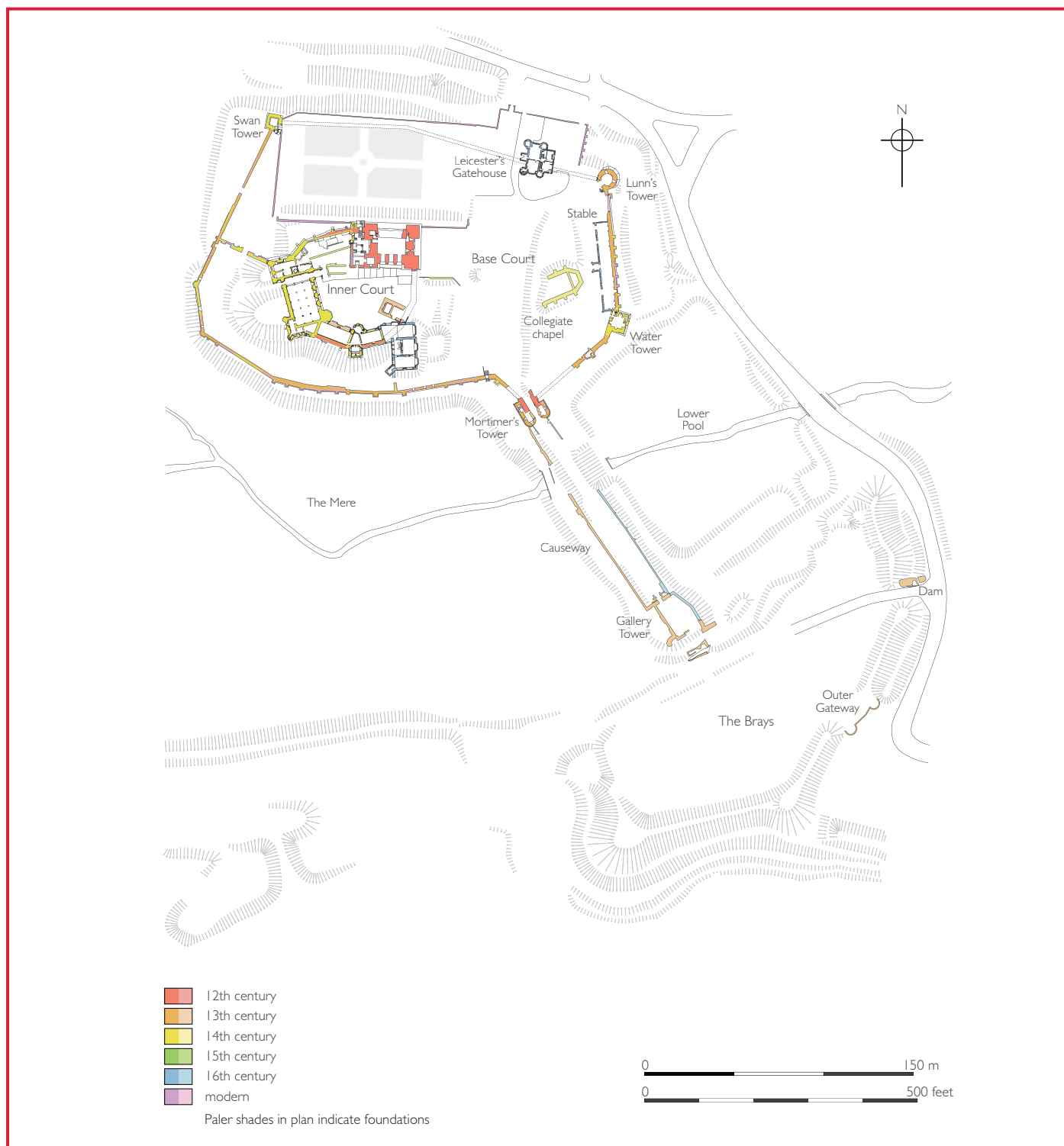


PRE-VISIT

Information and activities you can use in the classroom before your visit.

KENILWORTH CASTLE AND ELIZABETHAN GARDEN

SITE PLAN

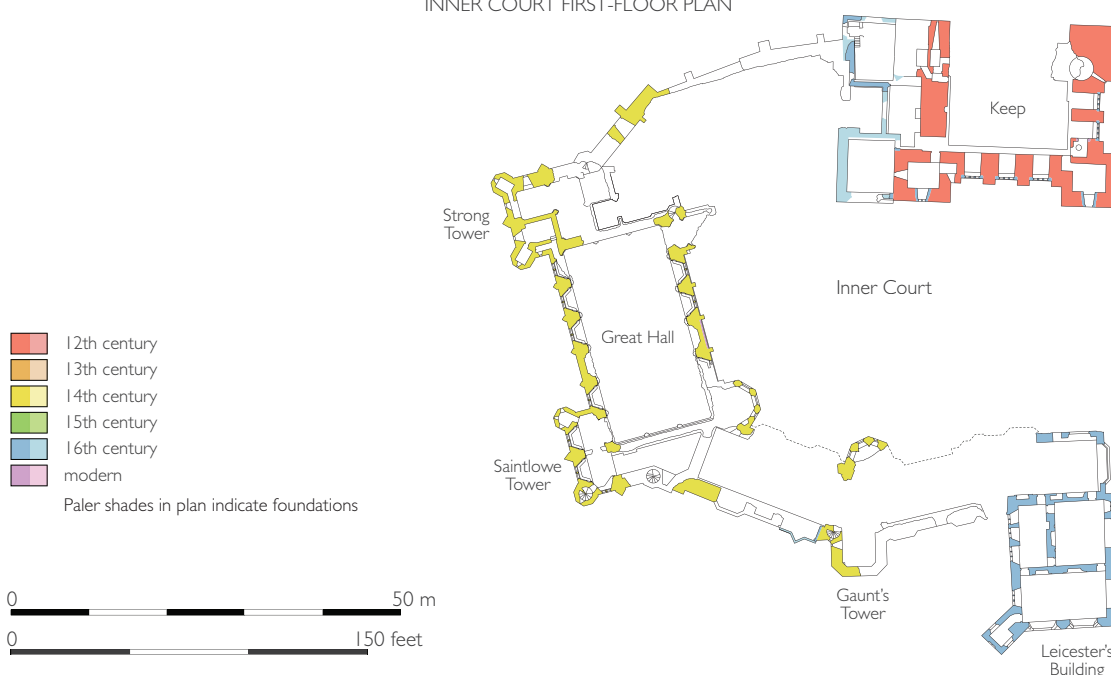


KENILWORTH CASTLE AND ELIZABETHAN GARDEN

INNER COURT PLAN



INNER COURT FIRST-FLOOR PLAN



HISTORICAL INFORMATION

DISCOVER THE STORY OF
KENILWORTH CASTLE

Below is a short history of Kenilworth Castle and Elizabethan Garden. Use this information to learn how the site has changed over time. You'll find the definitions of the key words in the Glossary.

THE FIRST CASTLE AT KENILWORTH

Henry de Beaumont, 1st **Earl** of Warwick, was a loyal supporter of the **Norman** king, Henry I (r.1100–35). But the king had concerns about the loyalty of Henry's son Roger, who took over as the 2nd Earl of Warwick when his father died in 1119. As a result of his doubts, Henry I promoted his **chamberlain**, Geoffrey de Clinton, to help him keep an eye on the Earl of Warwick. He gave de Clinton a higher status within Warwickshire, including making him **sheriff** and giving him land in Stoneleigh, a **royal manor** very close to Warwick.

The Normans were expert castle builders but were also deeply religious and built many churches in England. By 1124, Geoffrey de Clinton had used the land given to him by Henry I to found a **priory** for a religious community, plus a castle and **hunting park** for himself.

With the favour and support of Henry I, de Clinton built the stone **keep**—which still stands today—on a hill bordered by small streams to the south and west. This raised position offered good views of the surrounding countryside. The marshes, formed by the two streams, also made it harder to attack. De Clinton built a **causeway** leading to the castle entrance, which had the additional purpose of damming the two streams and forming a small lake (mere) to the west of the castle.



An Ordnance Survey district map of Kenilworth showing the castle buildings (near Castle Road) and streams to the south and west of the castle. Contains OS data. ©Crown copyright and database right (2018)

ROYAL OWNERSHIP

In the 1170s Henry II (r.1154–89) was trying to calm a rebellion in England, so he took Kenilworth Castle back into royal control. He began to develop and strengthen the defences, creating an inner and outer **bailey**. The outer bailey had a **gatehouse** and was probably defended by an earth bank and ditch and wooden **palisade**. Changes were also made to the keep to make it more comfortable, such as changing the windows to let in more light.

When King John (r.1199–1216) took control of the castle, he heightened the dam, which vastly increased the size of the lake (mere) to the west of the castle. He also improved the outer defences, including building a stone **curtain wall** and towers, plus adding two D-shaped towers with **battlements** to the gatehouse. Most of King John's works were completed in 1210–15.



A reconstruction of Kenilworth Castle as it may have looked in about 1190, after Henry II improved the defences, and before King John strengthened the defences further. Go to page 45 for a larger version.



An 18th-century engraving of Simon de Montfort, 6th Earl of Leicester. He appears ready for battle, wearing a full coat of armour, with his coat of arms (a rampant lion) displayed on his shield.

SIMON DE MONTFORT'S DEVELOPMENT AND DOWNFALL

In the mid-1200s, England was divided by **civil war**. Henry III (r.1216–72) was fighting with a group of rebel **barons** who wanted to limit his power. In 1253, Henry III gave Kenilworth Castle to his sister Eleanor and her powerful husband, Simon de Montfort, 6th Earl of Leicester, to try to secure their loyalty. However, Simon de Montfort sided with the rebels and Kenilworth Castle became a mighty rebel stronghold. De Montfort was eventually killed in August 1265 at the Battle of Evesham.

Many of de Montfort's supporters fought on after his death, and Henry III had to deal with uprisings across the country. The rebels still had one key asset: Kenilworth Castle. When Simon de Montfort was killed, his son, also called Simon, promised to give Kenilworth Castle back to the king, but his father's supporters inside the castle had other ideas. The only way for Henry III to reclaim the castle was by force.

1266: THE GREAT SIEGE

Henry III gathered a huge stock of weapons, including 2,000 wooden 'hurdles' (presumably screens to protect the royal soldiers from **missiles**), 60,000 **crossbow** bolts and nine **siege engines**. Henry III's assault on Kenilworth Castle began on 25 June 1266 and turned into the longest continuous **siege** in English medieval history. Inside the castle, the rebel **garrison**, supporters of the late Simon de Montfort, probably numbered about 1,200, including wives, children and servants. They had built up stocks of enough food to hold out for months. Outside the castle, the king's stone-throwing machines bombarded it with a continuous stream of missiles. But the rebel garrison inside the walls had a better stock of weapons, so the king had to send to London for larger machines. The water defences were preventing the royal forces from **undermining** the castle walls. The king ordered barges to be brought from Chester so that he could launch an attack across the water, but the defenders managed to repel them.



A medieval siege weapon called a trebuchet, the likes of which were used during the siege at Kenilworth in 1266.



A reconstruction of Kenilworth Castle as it may have looked just before the siege of 1266. Go to page 46 for a full-page version.

Henry III became desperate and called a **government** meeting near the castle, which resulted in the peace terms known as the **Dictum** of Kenilworth. The king agreed to give the rebels their land back, which they had lost during the war, as long as they paid heavy fines. However, the garrison rejected these conditions as too harsh, and vowed to fight on. The siege wore on for a further six weeks but disease and

starvation eventually brought it to an end. On 13 December, what was left of the rebel garrison surrendered to the king's forces. They were allowed to leave with their weapons and horses. Only two days' supply of food remained in the castle.

TRANSFORMATIONS BY THE HOUSE OF LANCASTER

After the siege, Henry III gave the castle to his second son, Edmund, 1st Earl of Lancaster. From this point until 1399, members of the House of Lancaster added to the domestic buildings and began the work of making the castle more comfortable. They transformed the fortress into an extravagant palace, including building the large kitchen, **great hall** and a range of fine chambers around the **inner court**.



A medieval hunting scene. Hunting was a popular sport in medieval times. Thomas of Lancaster created a huge hunting park near the castle for the owners and their guests to use.

In the early 14th century, Edmund's son, Thomas, 2nd Earl of Lancaster, increased the size of the deer park by 800-acres and probably added further accommodation for his household in the form of the water tower. He also constructed a new chapel in the outer bailey. In 1322, Thomas of Lancaster rebelled against Edward II (r.1307–27) and was executed. Four years later, Thomas's brother Henry held Edward II prisoner at Kenilworth Castle, where he resigned his throne.

JOHN OF GAUNT'S WORKS

In 1377, the English crown passed to Richard II (r.1377–99) when he was just ten years old. John of Gaunt, being Richard's oldest surviving uncle, played a significant role in the government of England during his nephew's reign. Gaunt became one of the richest and most influential men in England, eventually having more say over how the country was ruled than King Richard himself.

John of Gaunt remodelled the apartments, service rooms and kitchens at Kenilworth to better suit his royal ambitions. A magnificent new great hall was also built as a grand display of status, showing the most up-to-date architectural fashions of the time. By 1399, the main structures of the castle were complete. All further additions throughout the 1400s and early 1500s were features of wealth and status, creating a venue for relaxation and pleasure.



A reconstruction of the castle as it may have looked after John of Gaunt made his improvements. Notice the extensive changes made to the buildings in the inner court and the addition of a chapel in the outer bailey.

A ROYAL RETREAT

When Gaunt's son became Henry IV (r.1399–1413), Kenilworth was brought back under royal control, where it would remain for 150 years. At some point between 1414 and 1417, Henry V (r.1413–22) ordered 'the **Pleasance in the Marsh**' to be built, north-west of the castle. Henry V's Pleasance was carefully hidden from view and could only be accessed by boat, across the mere. This royal retreat was a stone and timber banqueting house which stood on a secluded island, surrounded by a **moat**. It had four corner towers and an inner courtyard with a garden at its centre. Here, the king retreated from the pressures of his royal duties.

The **Tudor** kings continued to use the castle. Henry VIII (r.1509–47) dismantled the Pleasance in the Marsh. As such, no buildings survive, but the earthworks are still visible today, standing on private farmland.



Henry V's royal retreat known as 'the Pleasance in the Marsh' was built to the west of the castle (pictured here, top right). Go to page 49 for a full-page version.

ROBERT DUDLEY AND ELIZABETH I

In 1553, John Dudley, Duke of Northumberland, was granted the castle. He added the stables in the outer bailey but was executed for treason by Queen Mary (r.1553–8) later that year.

In 1563, Elizabeth I (r.1558–1603) gave Kenilworth to Robert Dudley, her childhood friend and favourite courtier, whom she later made Earl of Leicester. Elizabeth visited Dudley at Kenilworth four times during her reign. In an attempt to impress her and win her hand in marriage, Dudley transformed Kenilworth into a luxurious Elizabethan palace, perfect for hosting lavish parties. He built Leicester's Gatehouse in 1571–2 and added a bridge across the mere so that hunting parties could easily access the deer park. Dudley also erected Leicester's Building, designed for Elizabeth I to use as her private apartments during her visits to Kenilworth in 1572 and 1575. It had large airy windows offering superb views, huge fires and a whole chamber dedicated to one of the queen's great passions – dancing.



A reconstruction of the castle as it may have looked in 1575. Notice the addition of Leicester's Gatehouse, the bridge across the mere, Leicester's building and the privy garden. Go to page 50 for a full-page version



Illustration of Queen Elizabeth I, who visited Kenilworth Castle four times during her reign.

1575: ELIZABETH I'S FINAL VISIT

Queen Elizabeth's fourth and final visit lasted for 19 days, from 9 to 27 July 1575, the longest she had ever stayed at a courtier's house. In honour of her visit, Leicester upgraded her private apartment block. Dazzling plasterwork, tapestries and beautiful furniture decorated the room, which would have been the height of Elizabethan luxury.

Leicester took as much care outside as he did inside by creating a magnificent privy, or private, garden. Although it was designed as a privy garden (closed to all but the queen's closest companions), it appears that one day, while the queen was out hunting, Adrian the gardener allowed Langham – one of

the queen's entourage – to sneak inside. Although he can't have visited the garden for more than a few hours, Langham left an extremely detailed description of its features in the form of a long letter. This account, plus archaeological evidence, allowed the privy garden to be recreated in 2009. Explore an interactive map of the recreated Elizabethan Garden: www.english-heritage.org.uk/visit/places/kenilworth-castle/history/elizabethan-garden

During Elizabeth's visit in 1575, it is rumoured that Dudley made his last attempts to secure her hand in marriage but he was unsuccessful.

KENILWORTH AFTER THE DUDLEYS

Kenilworth was taken by the **Parliamentarian** army during the opening month of the **English Civil War (1642–51)**, but it didn't see much action. In 1649, the north wall of the keep and outer curtain wall were destroyed.

After the Civil War, Colonel Joseph Hawkesworth bought the castle on behalf of a group of Parliamentarian soldiers. In the years that followed, the mere was drained, trees were chopped down, and interiors stripped out and sold. Only Leicester's Gatehouse remained in use, converted to a house, apparently for Hawkesworth.

In 1937, the castle was bought by John Siddeley who gave it to the Ministry of Works a year later. In 1958, Siddeley's son gifted the castle to the people of Kenilworth and the town council is still the legal owner. English Heritage has cared for the castle since 1984.



Kenilworth Castle as it looks today. The field on which the cows are grazing used to be flooded with water to form the mere.

GLOSSARY

TRICKY TERMS AND WHAT THEY MEAN

Below is a list of words you might come across while exploring Kenilworth Castle and Elizabethan Garden. Use this Glossary to find out what they mean.

bailey – the strongly defended area at the centre of a castle, often surrounded by a stone curtain wall. Some castles, like Kenilworth, have an inner and an outer bailey.

baron – a land-holding nobleman who was granted land by the king for loyal service

battlements – a defensive feature at the top of a castle wall or building, which has regularly spaced rectangular openings (crenellations) for shooting through

causeway – a raised track across wet ground

chamberlain – an official in the royal court who manages part of the king's household (the servants and attendants closest to the king)

civil war – a war between groups of people who live in the same country

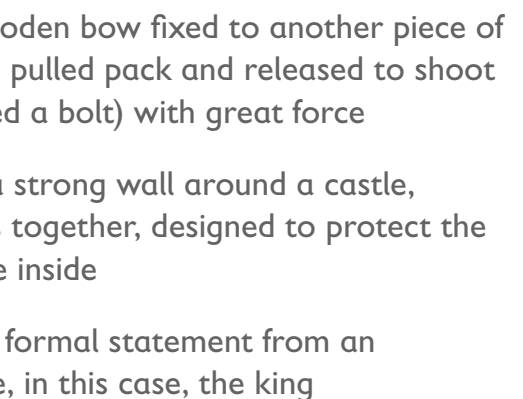


The causeway at Kenilworth was first created by Geoffrey de Clinton. It has been heightened and widened over the years. By the mid-16th century it started to be referred to as the 'tiltyard'.

crossbow – a wooden bow fixed to another piece of wood, which can be pulled back and released to shoot a short arrow (called a bolt) with great force

curtain wall – a strong wall around a castle, often linking towers together, designed to protect the buildings and people inside

Dictum – a short, formal statement from an authoritative source, in this case, the king



The stone curtain wall at Kenilworth was added in the 13th century when King John made improvements to the castle's outer defences.

Earl – the title given to an important English nobleman

English Civil War (1642–51) – a series of armed conflicts between the Parliamentarians and the Royalists. They were fighting about how the country was governed.



Cannons like this were used by both sides in the English Civil War.

garrison – a group of troops, including foot soldiers and cavalry (on horses), living in a castle, with the job of defending it

gatehouse – the highly defended entranceway to a castle

government – the group of people in charge of running the country and making decisions about its laws

great hall – the main hall in a castle or palace that is used for dining and entertainment

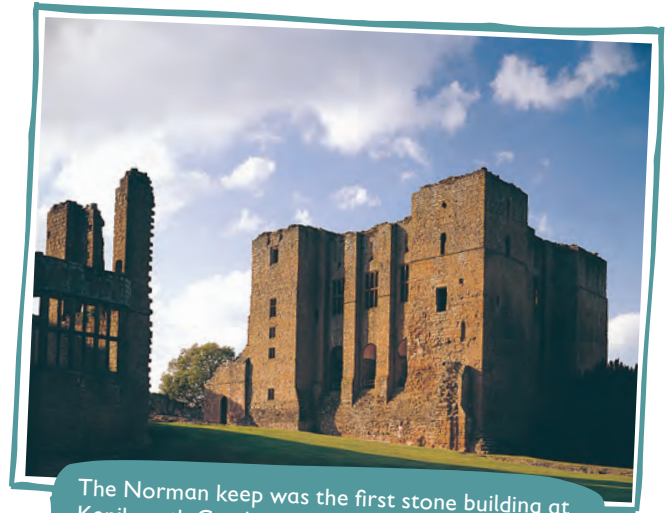


A reconstruction of the interior of John of Gaunt's great hall as it may have looked in the 14th century.

hunting park – an area of woodland created for the purpose of hunting animals such as wild deer and boar. Hunting was a popular pastime in the medieval period.

inner court – the central area in a castle where the most important buildings are and where the royal family and their invited guests spend most of their time eating, partying and sleeping

keep – the main tower of a castle, with grand spaces for ceremonies and feasting, and sometimes accommodation for the most important people in the castle



The Norman keep was the first stone building at Kenilworth Castle, created in the 12th century.

missiles – objects that are hurled towards a target. In medieval times, missiles were often stone balls thrown at castle walls using wooden siege engines.

moat – a ditch that wraps around a castle, for defensive purposes. These can be dry or filled with water.

Norman – the name we give to the period of history between 1066 and 1154 when the Norman kings were on the throne. William I (who won the Battle of Hastings in 1066) was the first Norman monarch and Stephen was the last.



William the Conqueror was the leader of the Norman army who defeated Harold Godwinson at the Battle of Hastings in 1066. He became William I, the first Norman king of England.

palisade – a defensive wooden fence that wraps around a castle

Parliamentarian – a person who supported and/or fought on the side of Parliament in the English Civil War. Parliamentarians believed King Charles I should be removed from the throne and that England should be ruled by Parliament instead.

Pleasant in the Marsh – the name given to Henry V's royal retreat, built near Kenilworth Castle in the 1400s. The word 'pleasant' (from the Old French 'plesans') suggests the idea of pleasure – and this is precisely what it was for.



A reconstruction of Henry V's Pleasant in the Marsh. The buildings are now lost and only its earthworks are visible today, standing on private farmland.

priory – a building where a religious community of monks live and work, under the leadership of a prior

royal manor – an area of land held directly by the king, as noted in the Domesday survey of 1086, which recorded who owned all the land in England at the time

sheriff – a powerful government official who represented the king

siege – a military tactic in which an army surrounds a place and attempts to capture it, either by attack or by cutting off essential supplies (e.g. food and weapons) – thereby forcing the people inside to surrender

siege engines – huge stone-throwing machines made from wood, used during medieval sieges. The trebuchet is one example.



A trebuchet is a giant wooden catapult, with a range of 300 metres, which could throw stone missiles high in the air to smash castle walls.

Tudor – the name we give to the period of history between 1485 and 1603 when the Tudor royal family were on the throne. Henry VII was the first Tudor monarch and Elizabeth I was the last.

undermining – a siege tactic where attackers dig beneath castle walls in an attempt to weaken the earth foundations and make wall sections collapse

MEDIEVAL BRITAIN

1066–c.1500

1066

Duke William of Normandy defeats King Harold of England at the Battle of Hastings. William becomes the first Norman king of England, and divides English land between his loyal knights. The Normans embark on a country-wide castle and church building programme to secure their power.

1086

In the Domesday survey, Kenilworth is listed as a royal manor, belonging to the king.



1087–1100

Reign of William II.

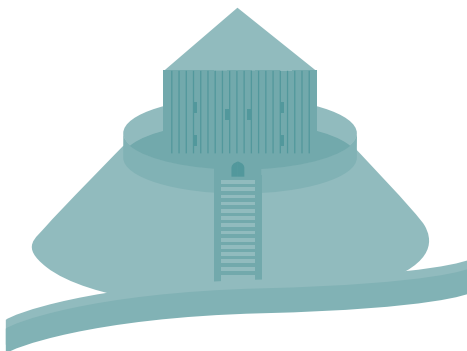
1000

1068

William the Conqueror (now William I of England) builds a motte-and-bailey castle at Warwick. He puts Henry de Beaumont, the son of a powerful Norman family, in charge of Warwick Castle.

1088

Henry de Beaumont is made the 1st Earl of Warwick after helping William II suppress a rebellion. He continues to side with the royals until his death in 1119.



11TH CENTURY

1100–35

Reign of Henry I.

1154–89

Reign of Henry II.



1100

1119

Henry de Beaumont's son, Roger, becomes the 2nd Earl of Warwick. Henry I has concerns about Roger's loyalty so he asks his chamberlain, Geoffrey de Clinton, to help him keep an eye on Roger. The king makes Geoffrey a sheriff and gives him land near Warwick.

1120s

Geoffrey de Clinton founds a priory at Kenilworth and builds the Norman keep. He also creates the mere and hunting park.

12TH CENTURY



MEDIEVAL BRITAIN

1066–c.1500

1199–1216

Reign of King John.

1215

King John agrees to Magna Carta. The peace agreement soon fails, beginning the First Barons' War.

1216

King John dies. His son, Henry III (r.1216–72), is crowned at nine years old.

1260s

Henry III's government is challenged by a group of rebel barons, led by Simon de Montfort, Earl of Leicester.

1200

1322

Thomas, 2nd Earl of Lancaster, rebels against Edward II (r.1307–27) and is executed.

1326–7

Edward II is held prisoner at Kenilworth, where he is forced to give up his crown.

1377–99

Reign of Richard II. His uncle, John of Gaunt, has great influence over the Crown at this time.

1300

1199–1215

Major works are undertaken by King John to strengthen the castle's defences, including building a new curtain wall and towers and making improvements to the gatehouse and the keep.

1244

Henry III grants Kenilworth to his sister Eleanor and her powerful husband, Simon de Montfort, in an attempt to secure their loyalty.

1266

The siege of Kenilworth – the rebels in the castle hold out for six months but are eventually starved into submission. Henry III gives the castle to his younger son, Edmund, 1st Earl of Lancaster.

1300s

The Earls of Lancaster begin to make the castle buildings more comfortable and luxurious, changing the castle's role from defensive to palatial.

1371–99

John of Gaunt, Duke of Lancaster, remodels the apartments, service rooms and kitchens to better suit his royal ambitions and builds the great hall you see today.

1399

Gaunt's son becomes King Henry IV. Kenilworth is Crown property again and becomes royal favourite, so much so that, in 1414, Henry V builds the Pleasance on an island in the mere, which he uses as his own private retreat.



13TH CENTURY

14TH CENTURY

TUDOR BRITAIN

1485–1603

1509–47

Reign of Henry VIII.

1554

John Dudley and his daughter-in-law, Lady Jane Grey, are executed for treason by Mary I.

1558–1603

Reign of Elizabeth I.



1500

1553

John Dudley, 1st Earl of Northumberland, is granted the castle. He builds the stables we see today.

1563

Elizabeth I gives the castle to her favourite courtier, Robert, Earl of Leicester. He converts it into an Elizabethan palace. She visits him at Kenilworth on four different occasions.

1575

Elizabeth I visits Kenilworth Castle for the fourth and final time. Dudley creates Elizabeth's privy garden especially for this visit.

16TH CENTURY

STUART BRITAIN

1603–1714

1642–51

The English Civil War.

1649

Execution of Charles I (r.1625–49).

1660

Restoration of Charles II (r.1660–85).

1600

1649

The north wall of the keep and outer curtain wall are destroyed during the English Civil War.



1651–99

After the Civil War, Colonel Joseph Hawkesworth buys the castle on behalf of a group of Parliamentary soldiers. The mere is drained, trees are felled, and interiors are stripped out and sold. Only Leicester's Gatehouse remains in use, converted to a house, apparently for Hawkesworth.

17TH CENTURY

VICTORIAN BRITAIN

1800–99

1803–15

The Napoleonic Wars between France and several other countries, including Great Britain. The French leader, Napoleon Bonaparte, is eventually defeated at the Battle of Waterloo. Because of this war, fewer British people travel abroad, preferring instead to be tourists at home.

1837–1901

Reign of Victoria.



1800

1800s

The castle attracts many Victorian tourists interested in its romantic and picturesque qualities.

1821

The castle achieves international fame with the publication of *Kenilworth*, a novel by Sir Walter Scott.



19TH CENTURY

20TH CENTURY

1900–99

1914–18

First World War.

1939–45

Second World War.



1900

1937

Car manufacturer Sir John Siddeley buys Kenilworth and gives the Ministry of Works a large sum of money to fund repairs and open it to visitors.

1958

Siddeley's son Cyril, 2nd Baron Kenilworth, gives the castle to Kenilworth Town Council on the 400th anniversary of Elizabeth I becoming queen.

1984

English Heritage takes over management. The Elizabethan Garden is recreated in 2009. The viewing platforms are added to Leicester's Gatehouse in 2014.

20TH CENTURY

KENILWORTH TIMELINE

SELF-LED ACTIVITY

WHY BUILD HERE?



KS2

KS3

Recommended for

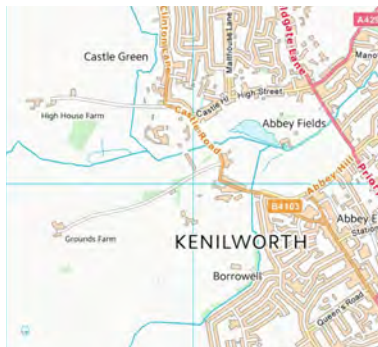
KS2 and KS3 (History, Geography)

Learning objectives

- Understand where, when and why Geoffrey de Clinton first built the castle.
- Consider the geographical significance of Kenilworth Castle.

Time to complete

20 minutes



Previews of two Ordnance Survey maps of Kenilworth, which students will work from during this activity. Contains OS data. © Crown copyright and database right (2018)

SUMMARY

Watch 'A Mini Guide to Medieval Castles' on our YouTube channel as an introduction to the castles topic: <https://youtu.be/RXXDThkJ3Ew> (1 min 55 sec).

In the 1100s, Roger de Beaumont, 2nd Earl of Warwick, had an impressive castle at Warwick and a strong power base in the Midlands. King Henry I had concerns about Roger's loyalty, fearing that he was becoming too powerful, so he gave a piece of nearby land (Kenilworth) to one of his trusted noblemen, Geoffrey de Clinton. Discuss as a class why it was important for Geoffrey de Clinton to build a new castle at Kenilworth.

MAIN ACTIVITY

Next, give students one of the resources on pages 22 and 23 and work through the activities and questions. You could do this as a class, paired or individual activity depending on the needs and abilities in your class.

For KS2 groups, use the simpler, yellow worksheet. For KS3 groups, use the more advanced blue worksheet.

We have provided answers for the teacher on the **next page**.

Explain to students that Geoffrey de Clinton built a causeway across the Inchford brook when he first built the castle. This dammed the stream, causing the water to get stuck, forming a large pool known as the mere. The mere has since been drained but, at the time, it was a useful supply of fresh water; it added an extra layer of water defence, and it could be used for fishing to feed the people in the castle and nearby priory.

MORE LEARNING IDEAS

On a class projector screen, use the 'map view' on Google Maps to locate Kenilworth Castle. Switch the view to 'satellite' to give your class a more detailed picture of the surrounding landscape. This would be a good opportunity to discuss topography and learn key geographical terminology.

WHY BUILD HERE?

TEACHER ANSWER SHEET

KS2 ANSWERS

- 1) Find and circle Kenilworth Castle on the map. (Students should look for the buildings surrounding the English Heritage logo.)
- 2) Why was Kenilworth Castle built near Warwick Castle? (To keep an eye on the Earl of Warwick, who owned Warwick Castle.)
- 3) Kenilworth Castle was built on a raised bit of land near two small brooks. Put an 'X' on the spot where these two streams meet. (Two thin, blue lines join, just south-west of the castle.)
- 4) The streams made the land surrounding Kenilworth very boggy. How did this boggy ground help defend the castle? (It was hard for attackers to cross marshland without getting stuck and sinking, especially with heavy armour and weapons.)

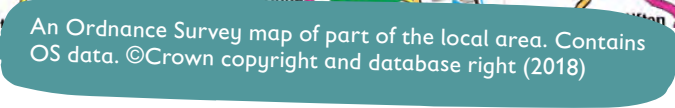
KS3 ANSWERS

- 1) Find and circle Warwick Castle and Kenilworth Castle on the map. (Students should use the blue 'castle/fort' symbols to locate these, then circle the black dots that show the site of both castles.)
- 2) Which of these two castles was built first? (Warwick Castle)
- 3) Why was Kenilworth Castle built? (To keep an eye on the Earl of Warwick, who owned Warwick Castle.)
- 4) Kenilworth Castle was built on a raised bit of land near the Finham and Inchford brooks. Put an 'X' on the spot where these two streams meet. (Two thin, blue lines join, just south-west of the castle.)
- 5) How did the streams help defend the castle? (The streams made the land surrounding Kenilworth very boggy. It was hard for attackers to cross marshland without getting stuck and sinking, especially with heavy armour and weapons. The streams could also be dammed to flood the lower ground surrounding the castle and create a defensive lake (mere), which is exactly what Geoffrey de Clinton did in the 12th century.)

WHY BUILD HERE?



- 1** Find and circle Kenilworth Castle on the map.
- 2** Why was Kenilworth Castle built near Warwick Castle?
.....
.....
- 3** Kenilworth Castle was built on a raised bit of land near two small streams. Put an 'X' on the spot where these streams meet.
- 4** The streams made the land surrounding Kenilworth very boggy. How did this boggy ground help defend the castle?
.....
.....



- 1 Find and circle Warwick Castle and Kenilworth Castle on the map.
- 2 Which of these two castles was built first?
.....
- 3 Why was Kenilworth Castle built?
.....
.....
- 4 Kenilworth Castle was built on a raised bit of land near the Finham and Inchford brooks. Put an 'X' on the spot where these two streams meet.
- 5 How did the streams help defend the castle?



AT THE CASTLE

Activities for students to do at Kenilworth Castle and Elizabethan Garden to help them get the most out of their learning.

SELF-LED ACTIVITY

SPOT THE RAGGED STAFF



Recommended for

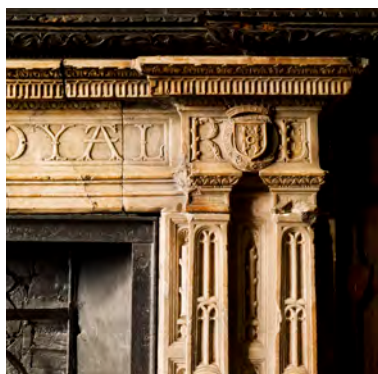
KSI (History, Art)

Learning objectives

- Explore the idea of heraldry and discuss the use of the bear and ragged staff symbol at Kenilworth.
- Investigate Leicester's Gatehouse and spot the ragged staff.

Time to complete

45–60 minutes



The Oak Room on the ground floor of Leicester's Gatehouse has the highest concentration of ragged staff symbols. The ornate fireplace was created in 1571, and was moved here (probably from the privy chamber in Leicester's Building) in 1650.

SUMMARY

Before your visit, tell students about the history of heraldry. Heraldry is about showing people who you are. In England it started in the 1100s, when knights began to wear helmets that covered their faces, and they couldn't be recognised. So they painted unique combinations of colours, shapes and animals, called their 'arms', on their shields and banners. Ask your students: Can they think of any modern-day equivalents, e.g. national flag, football emblem, brand logo?

MAIN ACTIVITY

Print and photocopy enough spotter sheets (on page 29) for your class.

During your visit, gather your group in the Elizabethan Garden, near the bear and ragged staff statues. The origin of the bear and ragged staff symbol is a mystery but it has been used by the earls of Warwick since the 1300s. Robert Dudley used the ragged staff symbol to leave his mark on Kenilworth Castle and Garden in Elizabethan times. Explain to students that their job is to hunt for these symbols today.

Next, go to Leicester's Gatehouse and supervise students as they look for the ragged staff symbols. We have provided answers as to their whereabouts on the next page.

Please note: to stop Leicester's Gatehouse getting overcrowded, we operate a timed entry system. Please ask a member of our Education Bookings Team about booking a 30-minute slot for you and your group to carry out this activity.

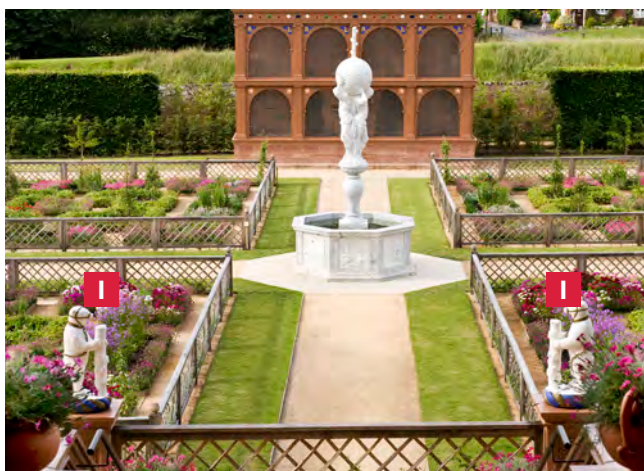
MORE LEARNING IDEAS

Back in the classroom, students could design their own heraldic symbol with animals, colours and shapes that they feel represent them. They could design a coat of arms on paper first, then make a badge, shield or banner.

SPOT THE RAGGED STAFF

TEACHER ANSWER SHEET

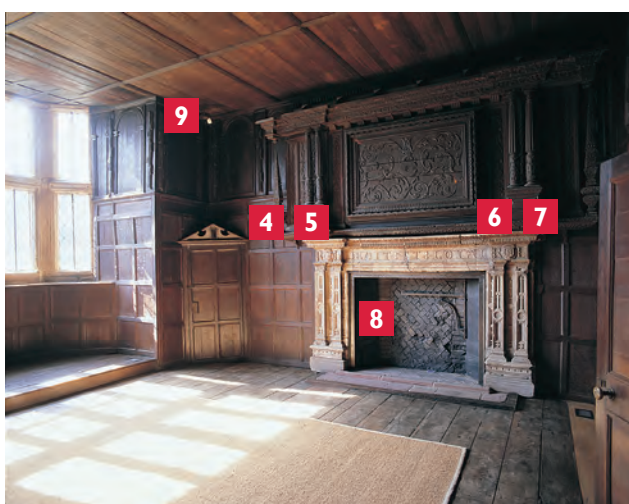
Use these labelled photos to help students find the ragged staff symbols:



The Elizabethan Garden.



The entrance doorway of Leicester's Gatehouse.



The Oak Room on the ground floor of Leicester's Gatehouse.



ENGLISH HERITAGE
EDUCATION

KSI

SPOTTER SHEET

FIND THE RAGGED STAFF

How many of these ragged staff symbols can you spot? Look closely and tick each one off as you find it.



1

☐

2

☐

3

☐

4

☐

5

☐

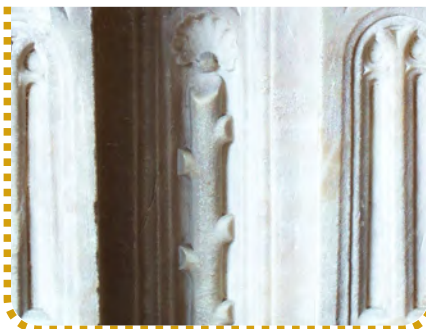
6

☐

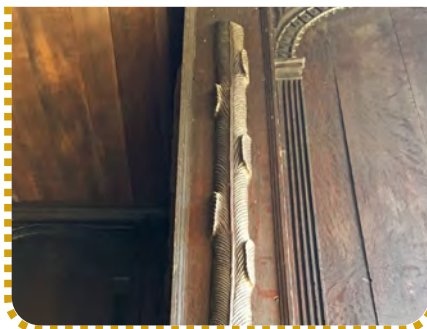
7

☐

8

☐

9

☐

Found another ragged staff? Take a photo of it and share it with us on Twitter @EHEducation or @EHKenilworth

SELF-LED ACTIVITY

CURIOUS CLUES



KS1–2

Recommended for

KS1–2 (History)

Learning objectives

- Investigate curious architectural features at Kenilworth Castle.
- Develop skills of observation and inference.
- Use evidence to draw conclusions about what the buildings at Kenilworth Castle used to look like and how they were used by the people living and working there.

Time to complete

45–60 minutes

INNER COURT GROUND PLAN



All of the architectural clues can be found in the main buildings of the inner court pictured here (the keep, kitchens, great hall and Leicester's Building).

SUMMARY

Gather your students at the inner court (the grassy area at the top of the slope, at the centre of the buildings). Explain to students that they are going to be history detectives today, using the buildings to look for clues about what life was like here in the past.

MAIN ACTIVITY

Photocopy enough checklists and maps (on pages 31–32) for your class. Students should record their progress by ticking each thing off as they find it.

Use the teachers' notes (on the **next page**) to guide students around the castle, and tell them about the curious architectural clues. The clues are linked to three different time periods in the castle's development (1100s, 1300s and 1500s) and each clue has a different difficulty level (easy, medium and hard). At each stop, there is a discussion point to consider. You might like to split into three smaller groups to do this activity, with an adult supervising each group.

Please be aware of other visitors as you do the activities. Supervise students closely at all times and take care going up and down stairs.

MORE LEARNING IDEAS

Back in the classroom, use the Timeline (on page 16) and the reconstruction drawings (on pages 45–51) to further explore the ways in which the buildings at Kenilworth Castle have changed over time.

CURIOUS CLUES

TEACHERS' NOTES

1. DAMAGED WALL

IN THE KEEP (NORTH WALL)

DID YOU KNOW? The keep was the first building on the site, built in the 1100s. The walls of the Norman keep are 4.3 metres thick, as shown by the scars of the north wall, demolished in 1650 during the English Civil War.

DISCUSSION POINT: What do the thick walls tell you about the original purpose of this building? (Built for defence)

2. SPIRAL STAIRCASE

IN THE KEEP (NORTH-EAST TURRET)

DID YOU KNOW? You can still see the curved wall of the spiral staircase in the corner turret, which gave access to all levels of the keep.

DISCUSSION POINT: Imagine being a soldier running up this small, dark spiral staircase wearing heavy armour and carrying weapons.

3. NORMAN WINDOW

IN THE KEEP (EAST WALL)

DID YOU KNOW? Most of the windows in the keep were made bigger to suit changing fashions. Only one original Norman window remains: an arched recess for an archer to stand in, with a thin arrowslit to fire out of. The thick walls and tiny windows made the keep highly defensive.

DISCUSSION POINT: When the keep was first built, would it have been lighter or darker in this room? (Darker) Why do you think this?

4. KITCHEN DRAIN

IN THE KITCHEN

DID YOU KNOW? The service rooms, including the kitchens, were upgraded in the 1300s by John of Gaunt. It was a hot, busy, smelly place when meals were being prepared. The gutters in the floor helped the cooks get rid of unwanted water and fat.

DISCUSSION POINT: Why did the kitchen need to be so big? (There was a hungry castle community to feed.)

5. LOST STAIRWAY

LEADING FROM THE INNER COURT TO THE GREAT HALL PORCH

DID YOU KNOW? The great hall was designed by John of Gaunt to show off his wealth and status, used for feasts and entertainment. Today, the highly decorated entrance door looks like it's floating. It was originally accessed via a long, straight stairway of 20 steps.

DISCUSSION POINT: Why was it important for wealthy men like John of Gaunt to have grand entrances like this? (He wanted to impress and influence important guests.)

CURIOUS CLUES

TEACHERS' NOTES

6. FLOATING FIREPLACES

IN THE GREAT HALL

DID YOU KNOW? The hall itself was on the first floor. You are standing in the cellar. The floor has fallen down but the fireplaces show us where it would have been. Above each fireplace is a space where a beautiful tapestry once hung.

DISCUSSION POINT: There was no electricity and central heating in medieval times. How do you think they lit and heated this room? (Candles and fires)

7. HUNDREDS OF HOLES

IN LEICESTER'S BUILDING (FIRST FLOOR)

DID YOU KNOW? Leicester's Building was designed by Robert Dudley for Elizabeth I to use as private apartments when she visited. The hundreds of small holes overhead in the private chamber show where a frieze (a strip of sculpted plaster decoration) was attached to the wall. It was the height of Elizabethan luxury.

DISCUSSION POINT: What do you have on the walls in your bedrooms at home? What do your wall posters and decorations tell people about you?

8. SIDE-BY-SIDE FIREPLACES

IN LEICESTER'S BUILDING (FIRST FLOOR)

DID YOU KNOW? The queen's bedchamber was the most private part of Leicester's Building. The presence of two fireplaces side-by-side suggest there used to be two rooms. No one was allowed to go in the room on the left except the queen and her ladies-in-waiting. The room on the right was used by the queen for important meetings with her councillors.

DISCUSSION POINT: Originally, there was a wall dividing this space into two. Where do you think it used to be? (Between the two fireplaces)

9. CASTLE CLOCK

ON THE KEEP, VIEWED FROM LEICESTER'S BUILDING (TOP FLOOR)

DID YOU KNOW? Leicester's Building was designed to mirror the Norman keep. Looking across at the keep from the top of Leicester's Building you should be able to see the peg holes for the castle clock, which was added to the keep by Robert Dudley in the 1500s.

DISCUSSION POINT: Why did Robert Dudley want his new building to be as tall as the old Norman keep? (He was showing off. He wanted his new building to equal the power of the Norman keep. It also made the buildings look symmetrical, which was nicer to look at.)



ENGLISH HERITAGE
EDUCATION

KSI-2

CURIOUS CLUES

EXPLORE KENILWORTH
CASTLE

Go round the castle and look for clues
about what the buildings were like in
past. Tick each thing off as you find it.



1 DAMAGED WALL ☐

Time period: Medieval (1100s)
Difficulty level: easy



2 SPIRAL STAIRCASE ☐

Time period: Medieval (1100s)
Difficulty level: medium



3 NORMAN WINDOW ☐

Time period: Medieval (1100s)
Difficulty level: easy



4 KITCHEN DRAIN ☐

Time period: Medieval (1300s)
Difficulty level: easy



5 LOST STAIRWAY ☐

Time period: Medieval (1300s)
Difficulty level: medium



6 FLOATING FIREPLACES ☐

Time period: Medieval (1300s)
Difficulty level: medium



7 HUNDREDS OF HOLES ☐

Time period: Tudor (1500s)
Difficulty level: medium



8 SIDE-BY-SIDE FIREPLACES ☐

Time period: Tudor (1500s)
Difficulty level: hard

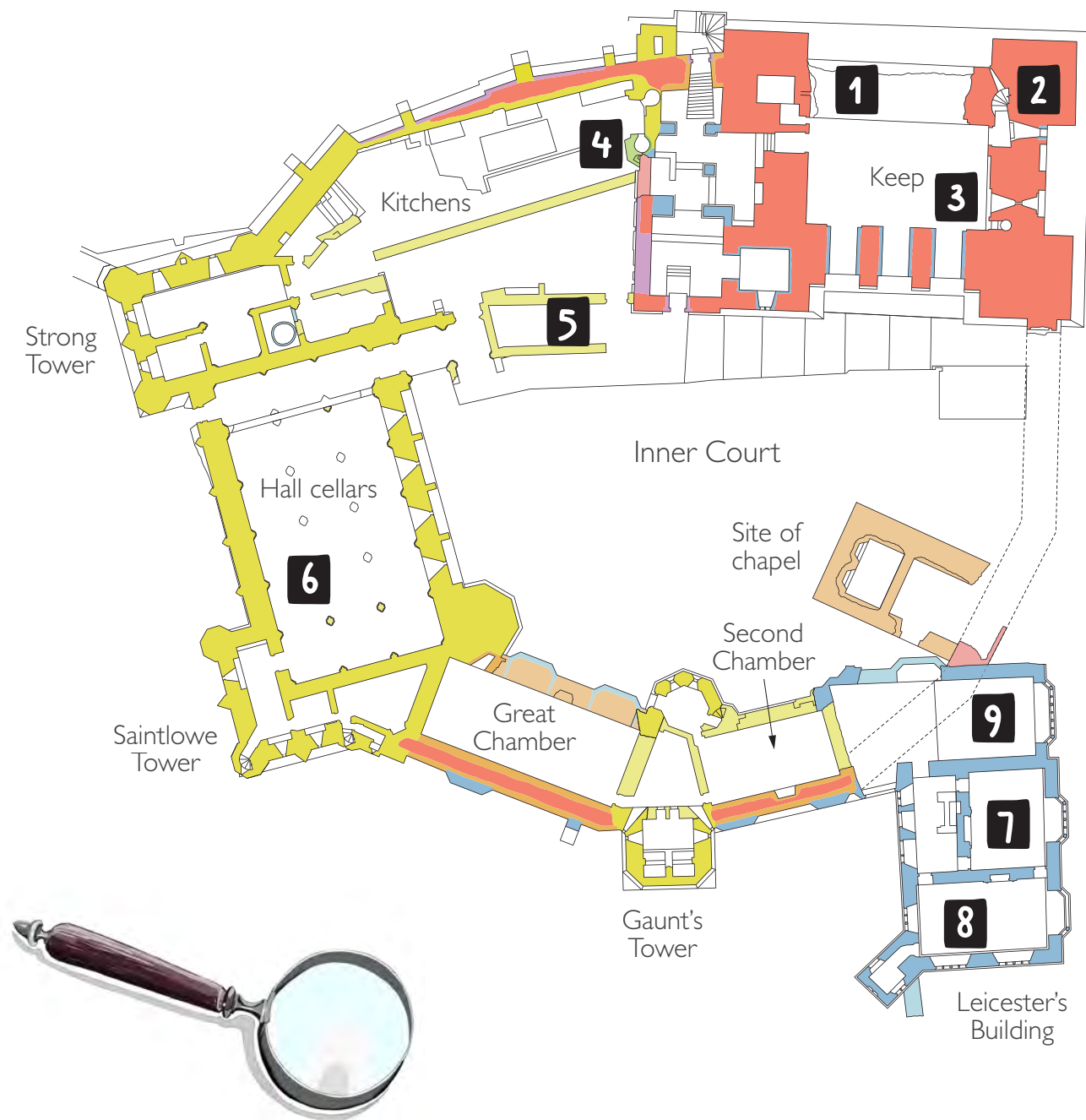


9 CASTLE CLOCK ☐

Time period: Tudor (1500s)
Difficulty level: hard



CURIOUS CLUES MAP



- | | | |
|---------------------------|------------------------------|----------------------------------|
| 1 Damaged wall | 4 Kitchen drain | 7 Hundreds of holes |
| 2 Spiral staircase | 5 Lost stairway | 8 Side-by-side fireplaces |
| 3 Norman window | 6 Floating fireplaces | 9 Castle clock |

SELF-LED ACTIVITY

WEAPON VS WALL



KS2

KS3

Recommended for

KS2 and KS3 (History, Design and Technology)

Learning objectives

- Understand medieval methods of attack used to destroy a curtain wall.
- Consider the pros and cons of using different siege weapons against a curtain wall.

Time to complete

20–30 minutes

Group size

Split into five smaller groups for the 'medieval siege weapons' task



The best place to do this activity is in the outer ditch, looking up at the curtain wall from outside the defences. If the ground is too wet to access, you could look at the same section of wall from inside the castle.

SUMMARY

During your visit, take students down the path to the left of the tiltyard and gather on the grass looking up at the curtain wall. Most curtain walls had arrowloops at regular intervals and a wall-walk on top for defending soldiers to patrol and aim missiles from. The soldiers were protected by battlements. Wooden fighting platforms were attached to the walls, for defenders to stand on.

Attacking armies could:

- trap (besiege) the garrison inside, starving them into surrender
- scale the walls with ladders or ropes attached to grappling irons
- push a siege tower up to the wall, as long as there was level ground
- destroy the walls using siege weapons such as battering rams and stone-slinging machines
- undermine (dig beneath) the walls and towers to make them collapse.

MAIN ACTIVITY

Split your class into five evenly sized groups. Give each group the 'Medieval Siege Weapons' table and illustration (on pages 34–35).

Assign one type of weapon to each group and ask them to:

1. read the information about their siege weapon
2. find their siege weapon being used in the illustration
3. discuss the pros and cons of using that weapon at Kenilworth (remembering that the mere, where they are now standing, used to be filled with water).

Finally, ask each group to feed back what they found out about their siege weapon and have a whole-class discussion about which weapons would be most/least effective against Kenilworth's outer defences.

MORE LEARNING IDEAS

If it is dry, you could do a lap around the curtain wall and observe the defences in more detail, until you are back where you started.

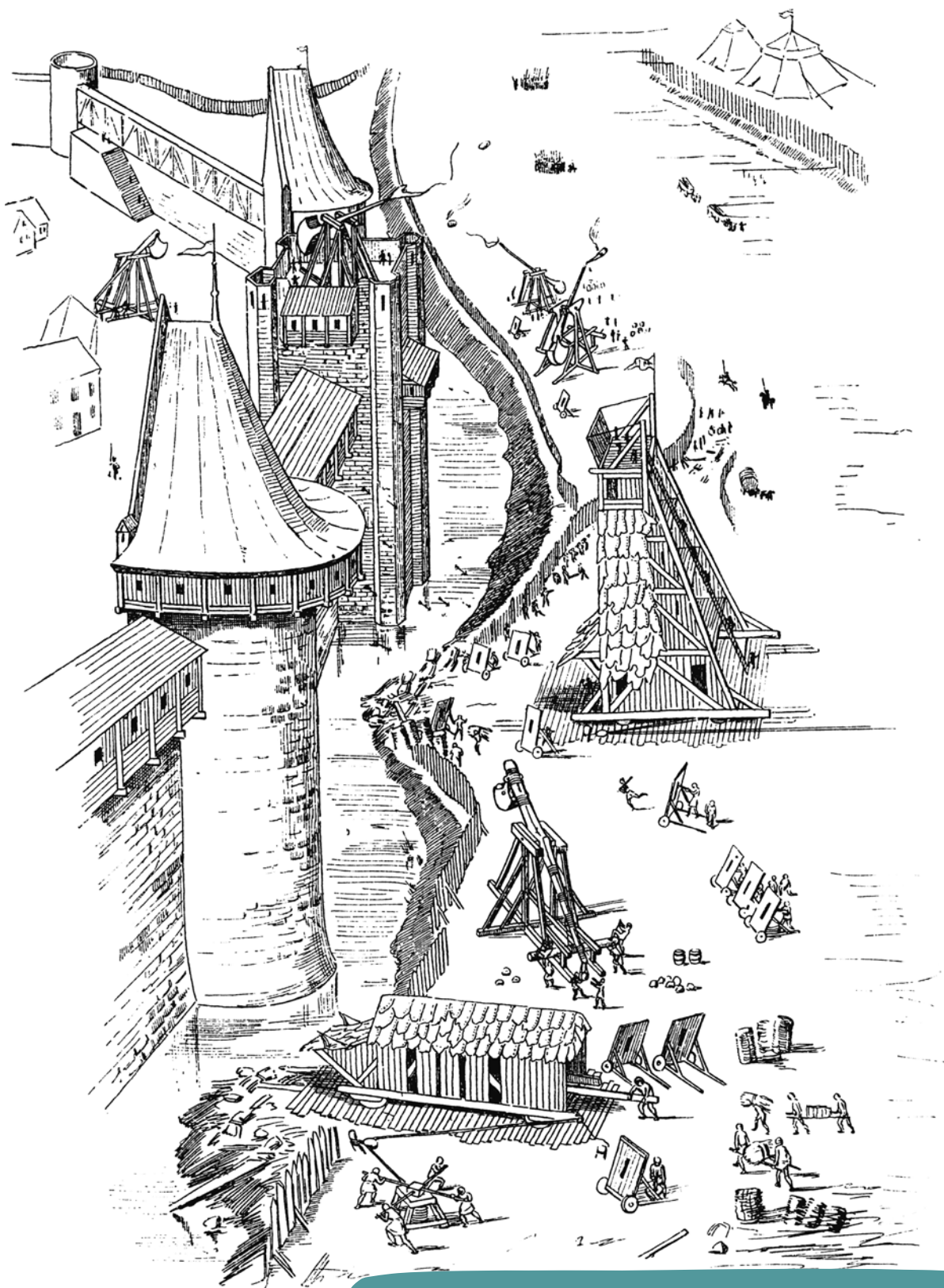
MEDIEVAL SIEGE WEAPONS



Name	How it worked	Pros and cons
siege tower	The tower was built high enough so that when it approached a castle wall, or tower, it could drop a platform down that let soldiers cross over it.	The tower protected the attackers inside as they approached the enemy castle, but it had to be on level ground and didn't work if there was a moat.
battering ram	This was usually a huge felled tree that was pushed on wheels into a castle door or wall to break it down.	The ram could break down a strong gatehouse door but needed to get to it before the drawbridge was pulled up.
mangonel	Like a catapult, the mangonel could fling a stone weighing up to 25kg. The stone sat in a cup, held down by a rope – when the rope was released, the cup threw the stone into the air.	The mangonel could launch projectiles over a moat but had to be aimed carefully so the projectile hit its target.
mantlet	This was a sloping board that covered attacking archers on the ground as they aimed arrows at a castle.	This provided good cover for the archers but it needed holes to let the archers see where to aim.
mining	Miners, or 'sappers', would have crept up to the base of the walls under the cover of a hurdle (frame) and mined into the foundations.	This was a skilled operation that needed trained miners. Square towers were easier to undermine than round ones.

A siege tower, catapult and battering ram being used in a re-enactment.





A medieval castle being besieged, with the attackers using various siege weapons including a battering ram, trebuchets, a siege tower and mantlets.

SELF-LED ACTIVITY

WINDOWS TO THE PAST



KS3

KS4+

Recommended for

KS3 and KS4 (History, Art and Design)

Learning objectives

- Identify and sketch different types of windows at Kenilworth.
- Explore what a window can tell us about how the building was used and by whom.
- Compare and contrast windows from different time periods.

Time to complete

20–30 minutes

Group size

Split into three smaller groups, each supervised by an adult



The size, shape and style of a window can reveal lots about how and when the buildings were built, used and added to.

SUMMARY

Print and photocopy enough sketch sheets (on pages 37–39) for students to make observational drawings during their visit.

Use the information below to help students find and sketch three distinct window styles: Romanesque (1100s), Gothic (1300s) and Elizabethan (1500s). We recommend you split your class into three smaller groups and rotate around these three different locations.

WINDOW STYLES AND WHERE TO FIND THEM



1. Romanesque-style window (in the keep)

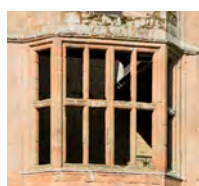
Go up the wooden stairs in the keep and gather your class on the first floor.

2. Gothic-style window (in the great hall)
Look at the windows in the great hall from the outside and the inside.



3. Elizabethan-style window (in Leicester's Building)

Stand or sit on the grass slope in front of Leicester's Building.



MORE LEARNING IDEAS

Back in the classroom, students could imagine what's happening behind each of the windows they have drawn, considering who's in the room and what are they doing, e.g. John of Gaunt hosting a feast through one of the Gothic windows in the great hall. They should think about how these scenes might change through time to reflect the changing function of the castle.

1. ROMANESQUE-STYLE WINDOW



DID YOU KNOW?



‘Romanesque’ refers to a style of architecture common between the 9th and 12th centuries, which includes semi-circular arches, columns, thick walls and small windows to create a sense of awe and intimacy. Small windows were also highly defensive.

2. GOTHIC-STYLE WINDOW



DID YOU KNOW?



‘Gothic’ refers to a style of architecture popular between the 12th and 16th centuries, which includes high ceilings, pointed arches, detailed window frames (called tracery) and stained glass to create a feeling of grandeur and wonder.

3. ELIZABETHAN-STYLE WINDOW



DID YOU KNOW?



‘Elizabethan’ refers to a style of architecture common during the reign of Elizabeth I, which includes large, rectangular windows with fragile, grid-like frames, set into seemingly paper-thin walls, which flood the rooms with light.

SELF-LED ACTIVITY

KENILWORTH THROUGH TIME



KS3

KS4+

Recommended for

KS3 and KS4 (History, Art)

Learning objectives

- Identify key phases of building development at Kenilworth Castle.
- Understand that the buildings at Kenilworth were added to and adapted over hundreds of years, to suit changing needs and fashions.
- Observe key architectural features at Kenilworth and describe their characteristics.

Time to complete

Approx. 1 hour 30 minutes

Group size

Split into three smaller groups, each supervised by an adult



Kenilworth as we see it today is a collection of buildings that have been added to and developed over time. It is a good example of how buildings are altered to suit changing attitudes and tastes.

SUMMARY

Before your visit, discuss the pros and cons of using different types of sources (e.g. text, objects, buildings, reconstruction drawings) to find out about how the buildings at Kenilworth Castle have changed over time.

During your visit, encourage students to treat the site as an important primary source in its own right – they should take photos, sketch and note down their observations.

WINDOW STYLES AND WHERE TO FIND THEM

Print and photocopy enough student sheets (on pages 41–43) for each student to draw and write on when they visit. We recommend you bring clipboards for this task.

At the castle, split your group into three smaller teams. Supervise students as they explore the castle and complete the tasks. The boxes on the worksheets are in chronological order to help students understand the development of the physical fabric of the site over time. Their job is to identify each feature, consider where it sits in the castle's chronology and make observational drawings and notes about it. If they have time, they could also sketch an overview of the castle on a separate sheet.

MORE LEARNING IDEAS

Back in the classroom, ask students to create a list of historical sources that they could use to further research the development of Kenilworth Castle, e.g. objects, surveys, itineraries, artistic impressions, maps from different time periods, the building itself. Investigate the sources we've provided (on page 45–52) with your class.



1 KEEP 12th century with 16th-century additions and 17th-century damage.

Stand inside the keep and circle three words you think best describe it:

Defensive	Cramped	Posh	Intimidating
Beautiful	Warm	Imposing	Strong
Ruined	Comfortable	Red	Impressive

Now think of two more words to describe it:

a) b)



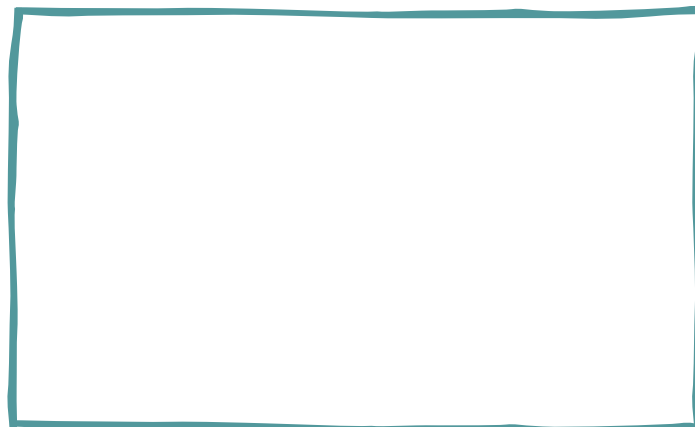
3 TILTYARD

Complete the caption: The first causeway was built in the 12th century by G..... de Clinton. It dammed a stream to create the m..... The height of the causeway was raised by King J..... in the 13th century then widened to make it suitable for j..... tournaments.

4 CURTAIN WALL

13th century with 17th-century damage

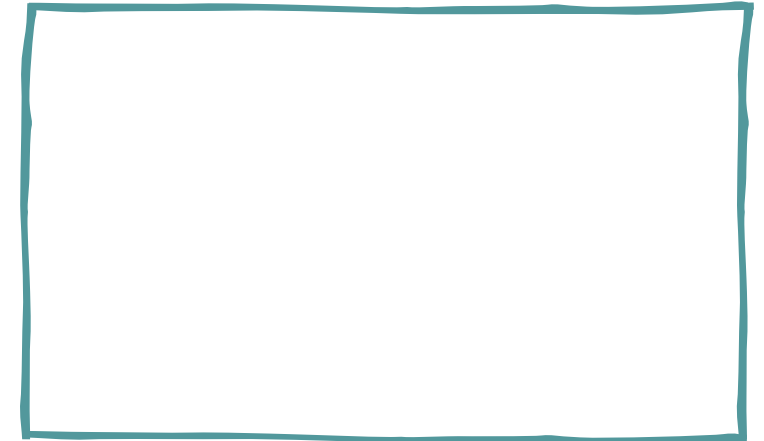
Find the section of curtain wall with three arrow loops and **draw** them here:



2 MORTIMER'S TOWER

12th century with 13th-century additions

Sketch it here:



5 LUNN'S TOWER

13th century

Stand inside and **imagine** enemy troops have surrounded the tower and are trying to dig underneath (undermine) it.

What sounds might you hear?

.....

.....

.....

.....

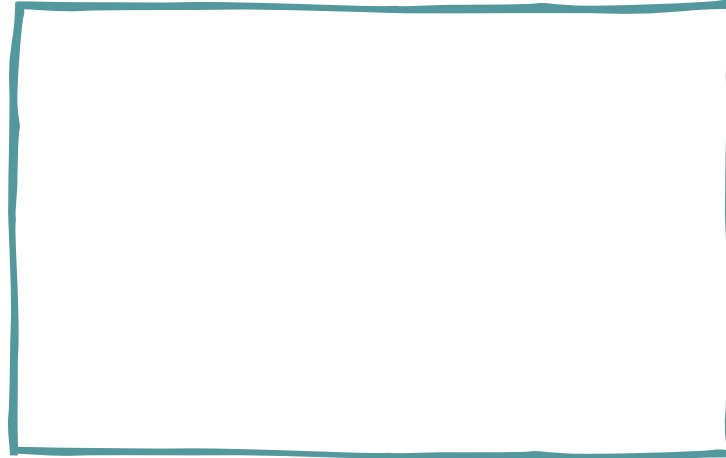
.....



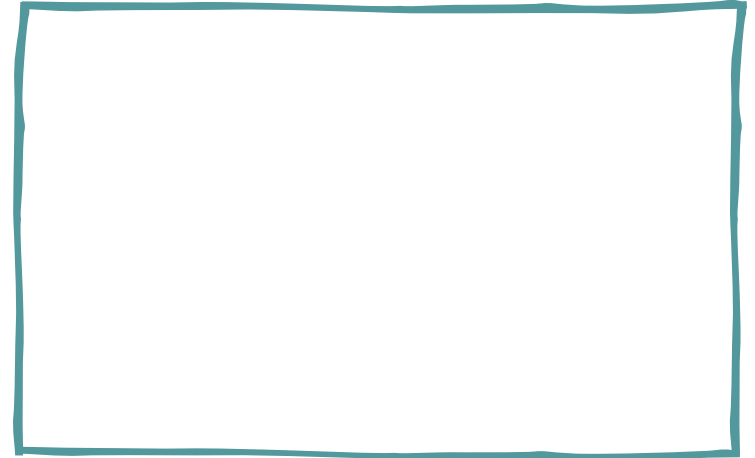
6 GREAT HALL

14th century

Draw one of the fireplaces:



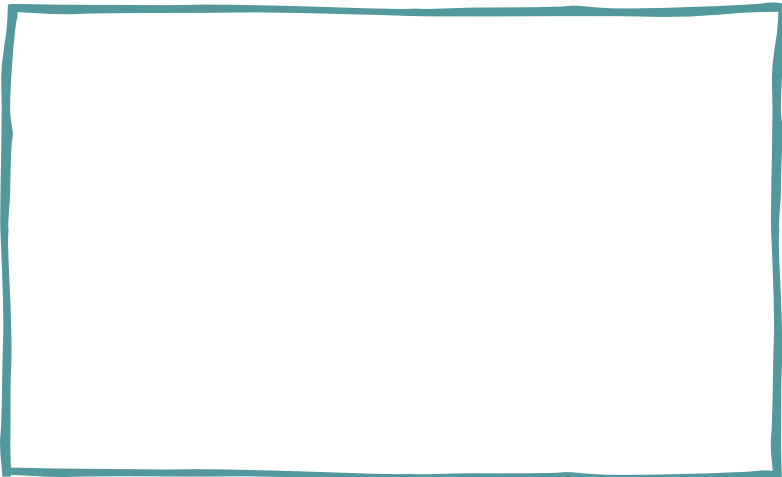
Draw one of the windows:



7 STRONG TOWER

14th century

Go down into the cellar. Draw the shape of the vaulted ceiling:



8 STABLES

16th century, built into the 13th-century curtain wall



Visit the exhibition in the stables.

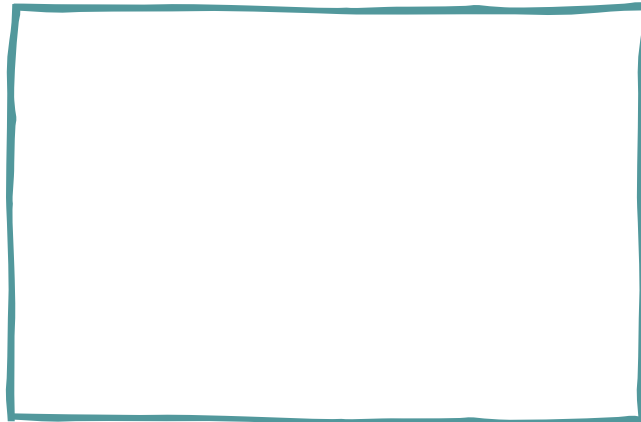
Write one key fact you learnt about Kenilworth Castle from the displays:

9 LEICESTER'S GATEHOUSE

16th century



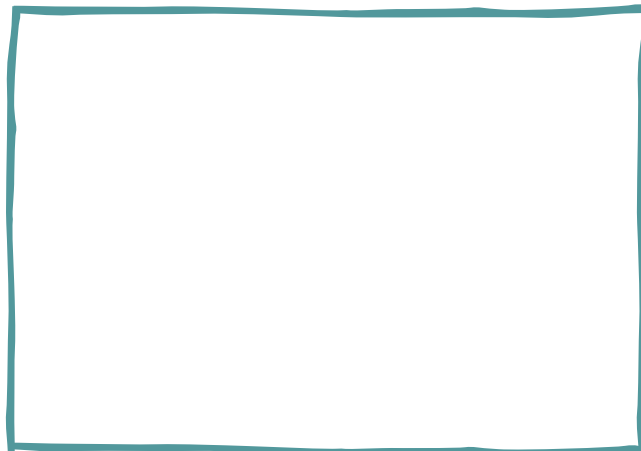
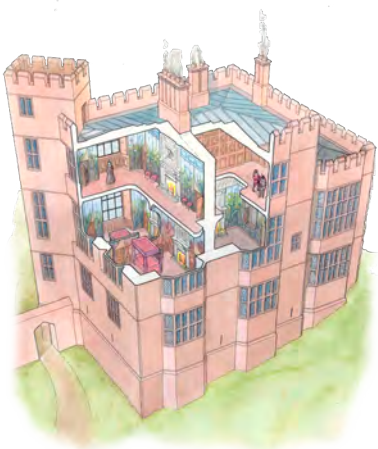
Find a piece of carved stone or a mason's mark left on one of the stones. Do a close-up observational drawing of it:



11 LEICESTER'S BUILDING

16th century

Find an interesting view out of one of the upper windows. **Draw** or **describe** what you can see:

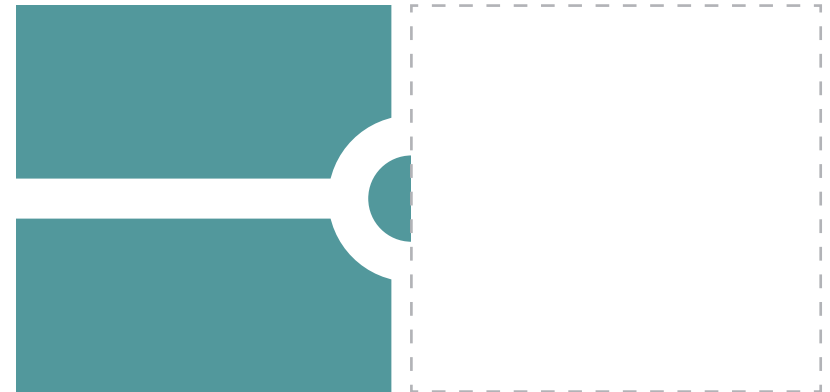


10 PRIVY GARDEN

16th century, recreated in the 21st century

The garden design is symmetrical.

Complete the missing half of the image:



12 EXTENSION

Write a haiku inspired by your visit to Kenilworth Castle:

.....

.....

.....

.....

.....

A haiku is a non-rhyming poem that has 3 lines. The first and last lines have 5 syllables and the middle line has 7.



POST-VISIT

Activities and information to help you extend your students' learning back in the classroom.



SOURCES

PEER INTO THE PAST

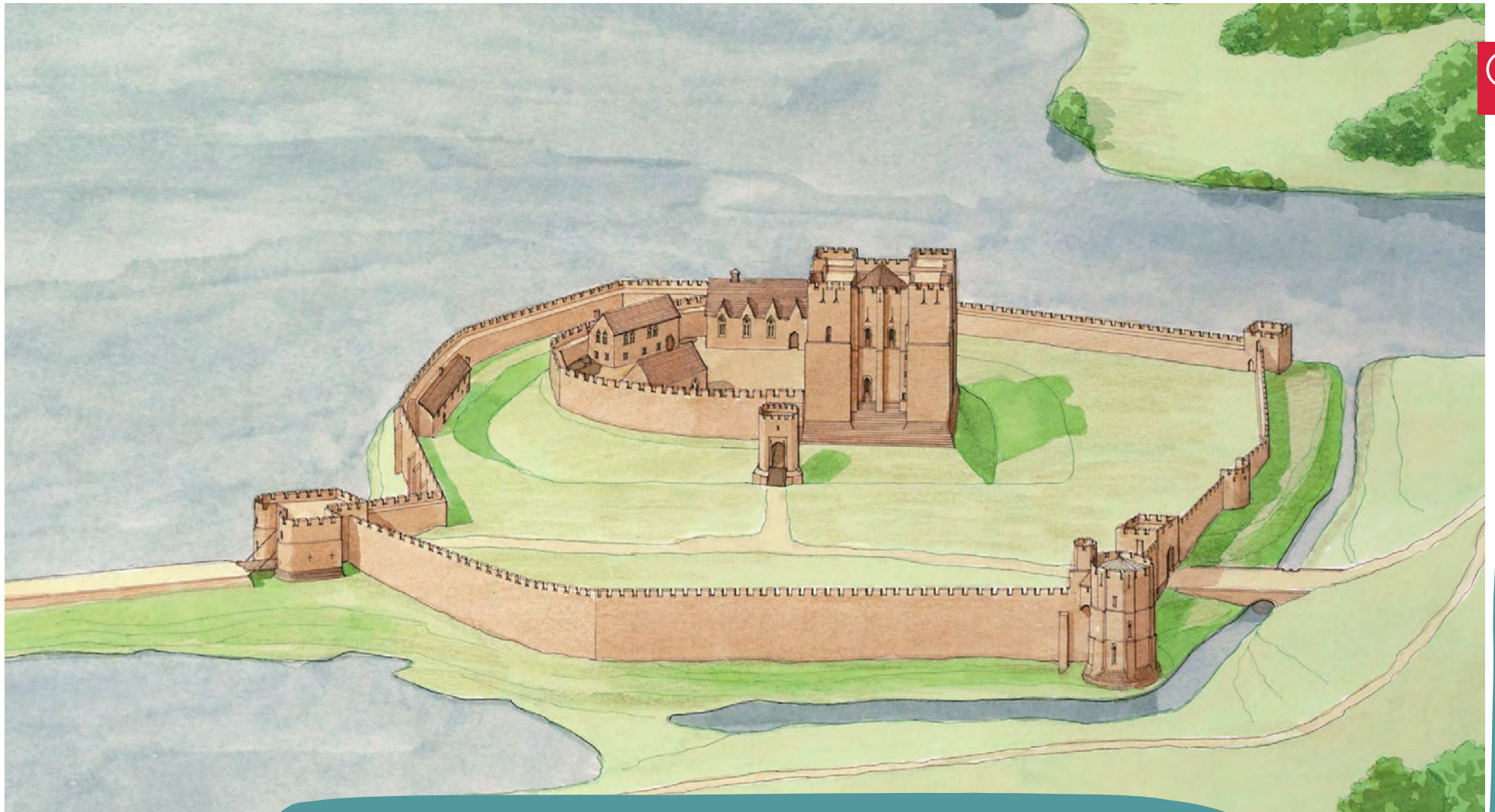
A historical source is something that tells us about life in the past, such as a document, a picture or an object. It may be a primary source, from the time, or a secondary source, created later. Our experts have chosen these sources to help you learn about the history of Kenilworth Castle and Elizabethan Garden.

SOURCE 1



A reconstruction drawing by Stephen Conlin of Kenilworth Castle as it may have looked in 1190 after Henry II added an inner bailey and outer defences to Geoffrey de Clinton's original keep to make the castle more defensible.

SOURCE 2



A reconstruction drawing of the castle as it may have looked in the 13th century before the great siege of 1266. Notice how the timber palisade has been replaced with a crenellated stone curtain wall, plus the gatehouse and wall towers have been strengthened. The height of the dam has also been raised, which has increased the size of the mere.

SOURCE 3

‘When the royal force arrived at Kenilworth it was split into separate divisions, to surround the castle. King Henry, his sons Edward and Edmund, and Roger de Mortimer each took command of one of the contingents. The roads and waterways around Kenilworth must have heaved with traffic delivering equipment to maintain this enormous war effort. Royal records mention the supply of 60,000 quarrels for crossbows. Some 2,000 wooden hurdles measuring 8x7ft and thicker variants measuring 10x8ft were also sent to Kenilworth. The hurdles presumably acted as defensive screens, protecting the royal soldiers from projectiles hurled from within the castle. Heavier siege equipment was also required. In all, nine siege engines were brought to Kenilworth, transported by road and river. The machines were erected around the castle. Once set-up, they fired stone missiles continuously. Some of these projectiles were found when the castle’s mere was excavated in 1960 and are now exhibited in the castle’s stable. The use of wooden siege towers attracted particular comment from chroniclers. One of the Lord Edward’s towers, of “remarkable height and width”, contained 200 crossbowmen. [...] The king’s siege tower, called The Bear (ursus) “on account of its great size”, and containing “various divisions” of men, fared little better. Barges from Chester, “to assail the castle by water”, were delivered by “incredible labours”, but repulsed. Plans to undermine the castle walls through ditches and subterranean tunnels also failed. The variety of tactics and equipment, not to mention the impatient tone of royal orders – “without delay and carry it to the king at Kenilworth with all possible haste for his works there, in no way failing thereof as he wishes to avoid the king’s indignation”, is a typical injunction – reveal how the king regarded victory at Kenilworth as a prerequisite in his bid to restore royal authority.”

This extract is from Benjamin L Wild (2010) ‘The Siege of Kenilworth Castle, 1266’, *English Heritage Historical Review*, 5:1, 12–23. It can be viewed in full here:
<https://doi.org/10.1179/175201611X13079771582349>

This article draws on royal household accounts for this period, together with other relevant sources, to summarise the main events of the siege that took place at Kenilworth in 1266, the longest continual siege in English history.



A reconstruction drawing of the inside of the great hall as it may have looked after it was built in the 1300s. The first-floor entrance to the hall is on the left and you can see down into the cellars in the cutaway on the right. Circular fire screens are set in the fireplaces behind the high table. There are colourful tapestries above the fireplaces and the floor is covered with expensive, decorative tiles.



A reconstruction drawing of Kenilworth Castle as it may have looked in 1420, after John of Gaunt made his improvements and Henry V added his 'Pleasant in the Marsh' (top right). Notice how the buildings in the inner court have changed drastically and the addition of the chapel in the outer bailey.

SOURCE 6



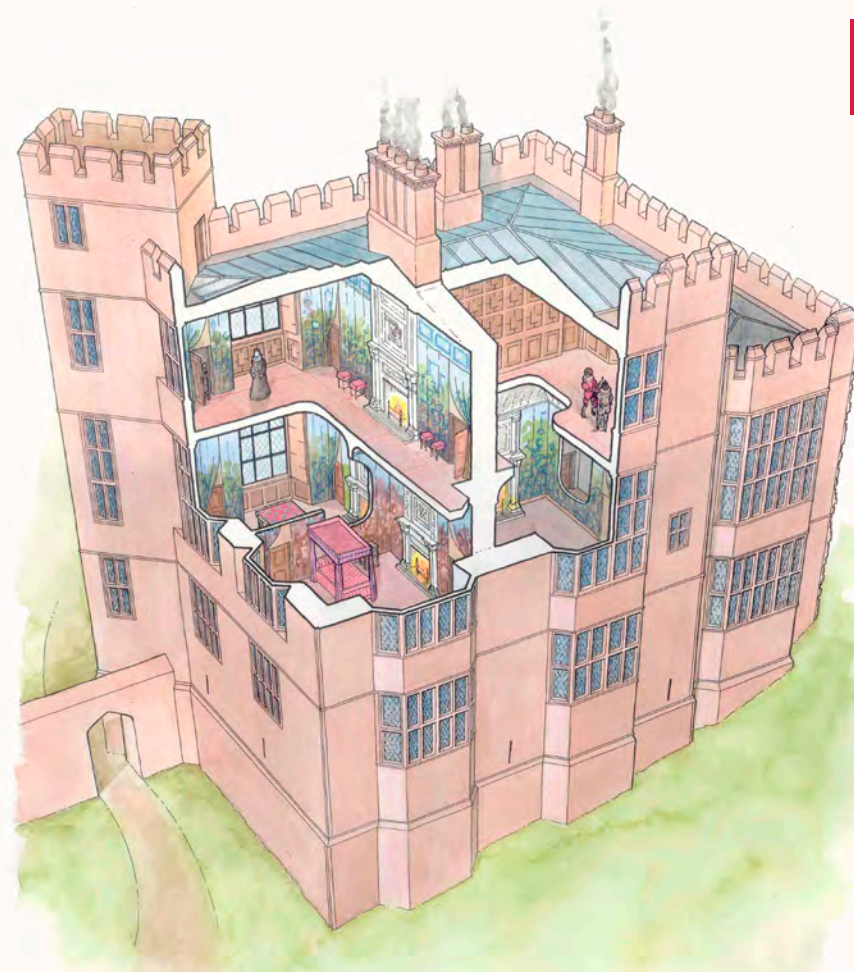
A reconstruction of Kenilworth Castle as it may have looked in 1575, for Elizabeth I's fourth and final visit. Notice the addition of Leicester's Building, which mirrors the Norman keep. Leicester's Gatehouse, the privy garden, the stables and a bridge across the mere have also been added.

SOURCE 7



A reconstruction drawing of Leicester's Gatehouse as it may have looked from the inner court in 1575, with the outer curtain walls linking to it.

SOURCE 8



A reconstruction of Leicester's Building as it may have looked in 1575. It was used by Elizabeth I as her private apartments when she stayed. The cut-out section shows the queen's most private and important chambers, including a room created especially for enjoying music and dancing right at the top.

SOURCE 9

‘A garden then so appointed, as wherein aloft upon sweet shadowed walk of terrace, in heat of summer, to feel the pleasant whisking wind above, or delectable coolness of the fountain-spring beneath, to taste of delicious strawberries, cherries, and other fruits, even from their stalks, to smell such fragrancy of sweet odours, breathing from the plants, herbs, and flowers, to hear such natural melodious music and tunes of birds, to have in eye for mirth sometime these underspringing streams, then, the woods, the waters (for both pool and chase were hard at hand in sight), the deer, the people (that out of the east arbour in the base Court, also at hand in view), the fruit-trees, the plants, the herbs, the flowers, the change in colours, the birds fluttering, the fountain streaming, the fish swimming, all in such delectable variety, order, and dignity; whereby, at one moment, in one place, at hand, without travel, to have so full fruition of so many God’s blessings, by entire delight unto all senses (if all can take) at once.’



This extract is from Robert Langham’s letter describing ‘The Magnificent Pageants presented before Queen Elizabeth at Kenilworth Castle in 1575’.

The Elizabethan Garden at Kenilworth is a recreation of the garden built by Robert Dudley, Earl of Leicester, for Elizabeth I’s visit in 1575. A remarkable eyewitness account survives of its appearance, written by Robert Langham, an official who sneaked into the garden one day while the queen was hunting. His description was used to reconstruct the garden.

You can find longer extracts from his letter here: <https://www.english-heritage.org.uk/siteassets/home/visit/places-to-visit/kenilworth-castle/history/description/extracts-from-robert-langhams-letters.pdf>

SOURCE 10



Engraving of the east view of Kenilworth Castle in 1729, by Samuel and Nathaniel Buck.

SELF-LED ACTIVITY

PARTY LIKE IT'S 1575



KS1–2

Recommended for

KS1–KS2 (History, English, Music, Drama)

Learning objectives

- Understand the role and purpose of pageantry in Tudor England.
- Imagine the extravagant celebrations that took place when Elizabeth I visited Kenilworth Castle in 1575.

Time to complete

May vary, depending on depth of study

Group size

Three or four students



An actor in costume as Elizabeth I.

SUMMARY

Use your visit to Kenilworth Castle to imagine what it was like to have been there in 1575, during the 19-day celebration that Robert Dudley put on for Elizabeth I.

Back in the classroom, use some of these ideas to help students understand what Kenilworth Castle was like in 1575:

1. Read the English Heritage blog '5 Ways to Party Like Elizabeth I': <http://blog.english-heritage.org.uk/party-like-elizabeth>
2. Show students sources 6, 7 and 8 (on pages 50–51).
3. On a class projector screen, explore an interactive map of the recreated Elizabethan Garden: www.english-heritage.org.uk/visit/places/kenilworth-castle/history/elizabethan-garden
4. Watch the Elizabeth-inspired make-up tutorial on our YouTube channel: <https://youtu.be/iqUQBqD2Gs4>

Put students into groups of three or four and ask them to work together to plan a party fit for Elizabeth I. They should divide up some of the following tasks between them:

- Design decorations (use the Tudor patterns and colours in the garden as inspiration).
- Write a menu for the feast (the Tudors loved rich food like meat and pastry).
- Plan the evening entertainment (e.g. juggling, magic, theatre, music and dancing).
- Create a plan for the day, telling partygoers what time different things are happening (e.g. arrival, hunting in the deer park, boating on the mere, feasting in the great hall, theatre in the castle grounds).
- Design invitations to give to guests.

MORE LEARNING IDEAS

Students could imagine they were at the party during Elizabeth I's 1575 visit, as an invited guest (high status) or servant (low status). They should write a diary entry about what it was like, describing the things they saw, heard and felt during the celebrations.

SELF-LED ACTIVITY

MINECRAFT KENILWORTH



KS2

KS3

Recommended for

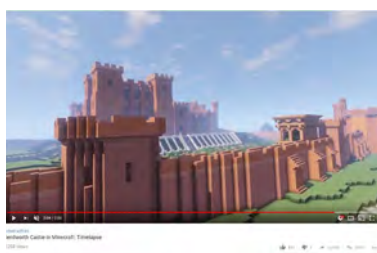
KS2 and KS3 (History, Art, Design and Technology, Computer Science)

Learning objectives

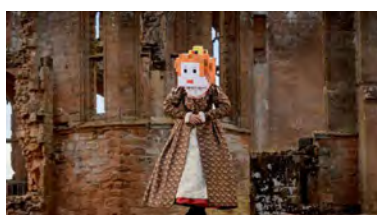
- Better understand the size, layout and design of the buildings at Kenilworth Castle.
- Use skills of observation and creativity to recreate Kenilworth Castle in Minecraft.

Time to complete

May vary, depending on depth of study



A screenshot of the Minecraft timelapse on our YouTube channel: <https://youtu.be/TqzlgO055V8>



Elizabeth I gets a Minecraft makeover at Kenilworth Castle.

SUMMARY

This activity is best suited as an independent homework project for students who are familiar with, or want to learn how to play, the popular online block-building game, Minecraft. As part of our celebration of England's castles in the summer of 2018, English Heritage teamed up with Minecraft experts at Blockworks to recreate Kenilworth Castle as it may have looked in 1575. We want to encourage students who like playing Minecraft to do this too.

The outcome of this activity will depend on the students' proficiency in Minecraft. There are lots of YouTube tutorials that students can use to refine their skills before attempting to build Kenilworth Castle.

GETTING STARTED

Students should watch these videos on our YouTube channel as inspiration for their build:

- Kenilworth Castle in Minecraft: Timelapse (2 min 20 sec)
<https://youtu.be/TqzlgO055V8>
- Kenilworth Castle in Minecraft Part 1: Exterior (9 min 45 sec)
<https://youtu.be/Ddd8qBeQMfg>
- Kenilworth Castle in Minecraft Part 2: Interior (12 min 25 sec)
<https://youtu.be/uRUzBmVEkdo>

We recommend students start by building one, small, section of the site and develop the castle from there if they feel able.

MORE LEARNING IDEAS

Students who aren't familiar with Minecraft could use the reconstruction drawings in the Sources section as inspiration for their own reconstruction drawing. Alternatively, they could make a 3D model of Kenilworth Castle, using Lego or clay.