

The Tudors In Wales

Teaching Resource

Supporting the Curriculum for Wales
Progression steps 2 and 3



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1– How to use this resource

Using the resource

This resource has been created to support teachers to help pupils explore the history of the Tudors in Wales focusing on Tudor gardens, medicine and food. It also highlights some of the Tudor properties Cadw looks after and cares for.

The resource is an excellent way to develop and promote the Curriculum for Wales and provide cross curricular activities and integral skill development as well as activities to explore Cynefin. The activities have been designed to support pupils to reach progression step 3 but can be adapted by teachers for older/younger children.

Using the activities

The activities have been developed to link to the Curriculum for Wales.

Each activity has instructions, Areas of Learning and skills.

Each activity has an equipment list and supporting Appendix documents if required.

Schools can also visit the Cadw sites listed in the resource.



A Brief Introduction to Tudor Wales

Cadw Tudor Properties Map

Cadw looks after a number of places in Wales that have links to the Tudor period. Below is a map of them, followed by a list and some brief information about each one.



A Brief Introduction to Tudor Wales

Cadw Tudor Properties List

1 Raglan Castle

Raglan Castle | Cadw (gov.wales)

Sir William ap Thomas purchased the manor of Raglan in 1432 to begin building the castle. By 1492, the castle had passed to a new generation of the family who set about turning it into a luxury Tudor home. They used lead from Tintern Abbey for the building work after the dissolution of the monasteries by Henry VIII.

51°46'12.6"N 2°50'59.7"W

Raglan Castle, Castle Rd, Raglan, Usk NP15 2DS

2 Laugharne Castle

Laugharne Castle | Cadw (gov.wales)

This medieval castle, originally established in 1116, was granted to courtier Sir John Perrot in 1584 by Queen Elizabeth I. He set about turning the ruined fortification into a Tudor mansion fit for a gentleman. Sir John was rumoured to be an illegitimate son of Henry VIII, his enemies had him arrested and he died awaiting execution in the Tower of London in 1592.

51°46'12.1"N 4°27'44.1"W

1 Wogan St, Laugharne, Carmarthen SA33 4SP

3 Weobley Castle

Weobley Castle | Cadw (gov.wales)

Originally built between 1304 and 1327 by the de la Bere family, the castle was made into a comfortable family home with guest chambers, indoor latrines and grand hall. Weobley later passed to Rhys ap Thomas, an up and coming knight in the newly crowned Henry VII's court. He made additions to the castle, including a two-storey porch to make a more impressive entrance and some private quarters. His grandson Rhys ap Gruffudd was executed by Henry VIII for treason.

51°36'44.4"N 4°11'59.9"W

Llanrhidian Lower SA3 1HB.

4 Oxwich Castle

Oxwich Castle | Cadw (gov.wales)

There were fortifications at Oxwich from at least 1306 although the site is not actually a castle. The Mansel family added mock-military features to it in the 16th century for impressive decoration rather than for defence. Sir Rice Mansel wanted to rise in Tudor society and his son Edward added an extravagant south range, with a two storey hall and long gallery, as well as an impressive dovecot with 300 nests.

51°33'19.9"N 4°10'06.4"W

Oxwich Castle, Oxwich, Swansea SA3 1ND

A Brief Introduction to Tudor Wales

Cadw Tudor Properties List

5 Plas Mawr

Plas Mawr | Cadw (gov.wales)

Built by Robert Wynn in 1576, this is the finest example of a Tudor town house in Britain. Robert Wynn made his fortune during the reign of Elizabeth I and he constructed Plas Mawr to show his status, including brightly painted ornamental plasterwork on the ceilings and walls. This was a new fashion introduced by Henry VIII.

53°16'52.1"N 3°49'47.4"W
High St, Conwy LL32 8DE

6 Old Beaupre Castle

Old Beaupre Castle | Cadw (gov.wales)

Originally a medieval castle, Beaupre was renovated in the 16th century by the Bassett family with the intention of showing off their wealth and importance. The gatehouse was completed in 1586 and the porch which is decorated with Greek style columns was completed in 1600.

51°26'20.1"N 3°25'38.3"W
Cowbridge CF71 7LT

7 Tretower Court and Castle

Tretower Court and Castle | Cadw (gov.wales)

In 1230 Roger Picard II added a monumental cylindrical tower to the castle here and in the 15th century Sir Roger Vaughn created a magnificent fortified house. During the Wars of the Roses, Roger entertained here and Tretower was popular with Welsh poets. He was a Yorkist sympathiser, unfortunately he was captured by Jasper Tudor, the uncle of Henry VII and executed.

51°53'00.2"N 3°11'02.5"W
Powys, Tretower, Crickhowell NP8 1RF

8 Chepstow Castle

Chepstow Castle | Cadw (gov.wales)

Chepstow Castle was one of the first Norman strongholds in Wales and building was begun at Chepstow in 1067 by Sir William fitz Osbern. Later it was home of one of the greatest medieval knights, William Marshall. By 1508, it had passed to Sir Charles Somerset the Earl of Worcester, who remodelled it into an impressive private home.

51°38'38.8"N 2°40'30.6"W
Chepstow Castle, Chepstow NP16 5EY

A Brief Introduction to Tudor Wales

Henry Tudor

Henry Tudor (later known as Henry VII) was born in Wales at Pembroke Castle in 1457 and was descended from a powerful Anglesey family that had served Llewelyn the Great. Henry's father, Edmund Tudor, was the son of Owain Tudor of Anglesey and Queen Catherine of Valois, the widow of Henry V. Henry's mother Margaret Beaufort was herself a granddaughter of Edward III.

Henry Tudor had been forced into exile in France, but in 1485 he had enough support from French and Welsh troops to land in Pembrokeshire and march through Wales to meet Richard III at Bosworth in the English Midlands. When Henry Tudor claimed victory at the Battle of Bosworth in 1485, it marked the end of the Wars of the Roses and the Tudor period began. To the Welsh, it was their victory as it had been made by one of their own.



Portrait of Henry VII of England (National Portrait Gallery)
Public domain

Henry VII did not forget his Welsh roots, often displaying a flag with a red dragon and appointing Welshmen to important positions in court. He also enjoyed many of the things the Welsh are famous for such as music, poetry and sport. Due to the end of the conflict and a calmer political climate, Wales could enjoy more wealth and influence under Henry VII. His mother Margaret Beaufort invested in constructing significant religious buildings in Wales, such as St Mary's Church in Mold and the chapel at St Winefride's Well in Holywell.



St Winefride's Well
Llywelyn2000, CC BY-SA 4.0

A Brief Introduction to Tudor Wales

Henry VIII

One of the most significant events for Wales under the Tudors was the Act of Union passed by Henry VIII. This dismissed any previous Welsh laws such as those of Hwyl Dda and made English law the only law in Wales. It also made sure that there was no longer any legal distinction between English or Welsh people, and that Wales was now linked to England. The pros and cons of the Act of Union have been argued for centuries, some arguing that it resulted in peace and prosperity for Wales, others claiming that it was a slight on national identity.



Portrait of Henry VIII by Hans Holbein the Younger, Public domain

Elizabeth I

Henry VIII's daughter Elizabeth instigated another important change to Wales by allowing the translation of the Bible into the Welsh language for the first time. Partly to help unite the country after the bloody reign by her sister Mary, Elizabeth allowed William Salisbury, a Welsh scholar and Richard Davies, Bishop of St David's to translate the New Testament into Welsh. Elizabeth wanted an English Bible for her people but Richard Davies convinced her that English was not the only language in her kingdom. The first Welsh New Testament was published in 1567. In 1588, a group of Welsh scholars led by William Morgan, revised and translated the whole Bible. This ensured the survival of the Welsh language and led to Wales having one of the highest literacy rates in Europe.



Portrait of Elizabeth I by George Gower, Public domain

A Brief Introduction to Tudor Wales

Tudor Timeline

- 1457 — Henry Tudor (also known as Henry VII) is born at Pembroke Castle.
- 1471 — Henry Tudor escapes to France and lives in exile.
- 1485 — Henry Tudor returns with an army of Welsh, English, Scottish and French troops to defeat Richard III at the Battle of Bosworth, ending the Wars of the Roses. He becomes King Henry VII.
- 1486 — Henry Tudor marries Elizabeth of York, uniting the houses of York and Lancaster.
- 1492 — Christopher Columbus sails to the Americas opening the way for widespread exploration and European colonisation.
- 1509 — Henry VIII becomes king after the death of his father Henry VII.
- 1536 — Dissolution of the Monasteries begins, closing abbeys, friaries, nunneries and monasteries throughout Wales and England.
- 1536 — Acts of Union begin to create one law throughout England and Wales.
- 1547 — Edward VI becomes King after the death of his father Henry VIII.
- 1553 — Mary Tudor becomes Queen after the death of Edward VI and executes Lady Jane Grey.
- 1558 — Queen Elizabeth I succeeds her sister Mary I as queen.
- 1567 — Elizabeth I grants permission for the first translation of the New Testament into Welsh by William Salisbury, Richard Davies and Thomas Huet.
- 1576 — Robert Wynn buys Plas Mawr mansion house in Conwy for £200.
- 1588 — William Morgan enlists the help of Welsh colleagues to help him translate the whole Bible into Welsh and it is published in 1588.
- 1588 — Defeat of the Spanish Armada.
- 1603 — Death of Queen Elizabeth I and the end of the Tudor dynasty.

3— Tudor Gardens and Knot Gardens

Activity 1: Researching a Tudor Garden

Objective:

This activity encourages pupils to develop their enquiry and research skills. It also allows pupils to find out more about the development of gardens in the Tudor period and to create their own symmetrical garden inspired by the Tudor knot gardens.

Pupils could:

- Research the history of Tudor gardens using Appendix 1 as a starting point.

Pupils could think about:

- *Why did the Tudors create gardens?*
 - *How were these different to the gardens which came before them?*
 - *What are the differences between a rich and poor garden?*
 - *What types of things would be in a Tudor garden?*
- Use the research they have collected to create an individual, group or class PowerPoint, collage or presentation based on what they have found most interesting.
- Reflect on their approaches and think about what they could improve upon.



Skills

- Investigation
- Reading
- Writing
- Communication
- Oracy
- Curiosity
- Evaluation

Equipment

- The Internet
- Pencils
- Colouring pencils/pens
- Appendix 1

Areas of Learning

- Humanities
- Language, Literacy and Communication
- Expressive Arts



3— Tudor Gardens and Knot Gardens

Activity 2: Designing a Tudor Ornamental Garden



Objective:

This activity encourages pupils to use the information they have researched to create their own Tudor garden. It also allows them to develop their creative and mathematical skills.

Pupils could:

- Take on the role of a Tudor garden designer using **Mantle of the Expert** and their knowledge from Activity 1.

Mantle of the Expert:

“Mantle of the Expert does not mean the students are magically endowed with expertise. In the real world they are still children. It is only inside the fiction they work ‘as if’ they are experts. That is in the sense that they take on the powers and responsibilities of a team of experts, working on important assignments, caring about the things they do, and taking pride in their status.”

How does Mantle of the Expert work?

- Use the graph paper in Appendix 2 to design a symmetrical knot garden and create their own Tudor garden. Pupils could use measurements to make sure the garden is symmetrical and think about:
 - *Where they will put their decorative flowers.*
 - *Where they will put the paths.*
 - *What features they will include e.g sundials, ponds, statues.*
 - *Which flowers will they use to create symmetrical colour patterns.*
- Design their own mythical beast statue to display in their garden using examples in Appendix 3 as inspiration.

Skills

- Skills
- Enquiry
- Reading
- Writing
- Creativity and Innovation
- Critical Thinking and Problem Solving

Equipment

- The Internet
- Pencils
- Colouring pencils/pens
- Appendix 2
- Appendix 3

Areas of Learning

- Humanities
- Language, Literacy and Communication
- Mathematics and Numeracy
- Expressive Arts



4— Tudor Medicine

Activity 3: Tudor Medicine Investigators



Courtesy of Norton Priory

Objective:

This activity encourages pupils to use their enquiry and investigation skills to find out more about medicine in the Tudor period. This includes researching the types of people the Tudors could visit and the importance of plants and herbs used in healing people.

Pupils could:

- Research Tudor medicine and the different options Tudor people had if they were sick, using Appendix 4 as a starting point. These would have included the physician, the apothecary, the barber surgeon, the wise woman and the plague doctor.
- Research the different types of cures from the Tudor period, list as many as they can find and if they think they worked. How are these similar and different to today?
- Create role-play cards based on these people and interview each other using Appendix 5.
- Research the different types of plants people might have used when treating illnesses and what they were used for using Appendix 6 as a starting point.

Skills

- Investigation
- Reading
- Writing
- Communication
- Oracy
- Digital Competence
- Creativity and Innovation

Equipment

- The Internet
- Pencils
- Colouring pencils/pens
- Appendix 4
- Appendix 5
- Appendix 6

Areas of Learning

- Humanities
- Language, Literacy and Communication
- Expressive Arts



4— Tudor Medicine

Activity 4: Creating a Tudor Medicine Garden

Objective:

This activity encourages pupils to design and develop their own Tudor medicine garden thinking about the types of plants they would choose and what types of illnesses they could cure.

Pupils could:

- Design their own Tudor medicine garden using the graph paper in Appendix 7.
- Use the research from Activity 3 to decide which types of plants they would like to use.
- Think about splitting their garden into sections based on the plants they have chosen; plants for the heart, for muscle aches, for the lungs and for the stomach.
- Create a poster to advertise how their garden could help with Tudor illnesses. They could think about:
 - *What illnesses they could cure.*
 - *What types of plants they would have and how they work.*
 - *What type of healer they are; physician, apothecary or wise woman.*
 - *How much they are going to charge.*



Skills

- Enquiry
- Reading
- Writing
- Creativity and Innovation
- Critical Thinking and Problem Solving

Equipment

- The Internet
- Pencils
- Colouring pencils/pens
- Appendix 7

Areas of Learning

- Humanities
- Language, Literacy and Communication
- Mathematics and Numeracy
- Expressive Arts



5— Tudor Food

Activity 5: The Tudor Kitchen

Objective:

This activity encourages pupils to research what a Tudor household would be like using Plas Mawr in Conwy as an example. It also encourages them to research what Tudor kitchens would be like, the types of kitchenware and dishes that would be available and to imagine they are holding their own Tudor feast at Plas Mawr.

Pupils could:

- Research what a Tudor household would be like using the one at Plas Mawr as an example and Appendix 8.
- Research what a Tudor kitchen would be like and the types of kitchenware the Tudors used using the images in Appendix 9 to help them.
- Research the types of meals the Tudors cooked using the recipes in Appendix 10.
- Imagine they are holding a Tudor feast at Plas Mawr Tudor House. Design and draw their Tudor table and think about:
 - *The types of food to serve.*
 - *Which Tudor dishes to use.*
 - *What the guests would be wearing.*

Skills

- Investigation
- Reading
- Writing
- Curiosity
- Creativity and Innovation
- Digital Competence
- Planning and Organising

Equipment

- The Internet
- Pencils
- Colouring pencils/pens
- Appendix 8
- Appendix 9
- Appendix 10

Areas of Learning

- Humanities
- Language, Literacy and Communication
- Expressive Arts



5— Tudor Food

Activity 6: Vegetable and Herb Garden Designers

Objective:

This activity encourages pupils to design their own vegetable and herb garden. It also encourages them to create their own Tudor menu and feast and imagine what it would be like as a Tudor.

Pupils could:

- Design their own vegetable and herb garden using the graph paper in Appendix 11. Think about:
 - *What vegetables they would plant.*
 - *What herbs they would plant.*
 - *Where they would plant things.*
- Create their own menu inspired by their research in Activity 5.
- Create their own Tudor celebration. They could:
 - *Make their own food inspired by the Tudor recipes and share with the class.*
 - *Set up a Tudor table in the classroom.*
 - *Make decorations for the table and the room.*
 - *Make invites and menus using Tudor inspired letters.*



Skills

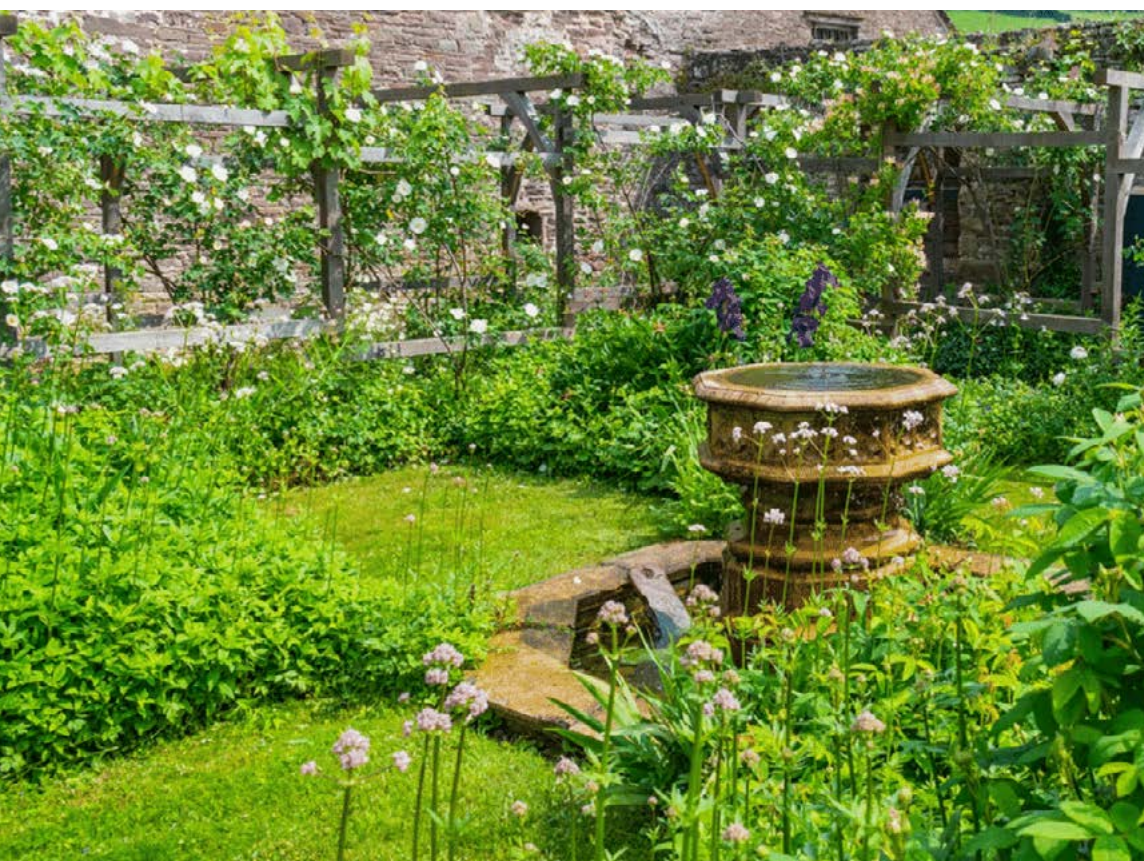
- Reading
- Writing
- Creativity and Innovation
- Critical Thinking and Problem Solving
- Digital Competence
- Health and Well-being

Equipment

- The Internet
- Pencils
- Colouring pencils/pens
- Appendix 11

Areas of Learning

- Humanities
- Language, Literacy and Communication
- Mathematics and Numeracy
- Expressive Arts



6— People in the Garden

Activity 7: Working in the Garden



Wellcome Trust CC BY-SA 4.0

Objective:

This activity encourages pupils to think about who worked in a Tudor garden and why the Tudors chose the plants they did and what plants we have in our environment today. It allows them to explore the importance of different plants.

Pupils could:

- Research the types of roles linked to Tudor gardens using the information in Appendix 12.
- Draw pictures for each of the different roles and include what they would work with (e.g a flower, tree, fruit) and the type of tools or materials they would need (e.g clippers, trowel).
- Create role-play cards using the template in Appendix 13 and ask each other questions.
- Become Tudor herbologists and explore their school grounds or local nature area observing what they find.
- Draw and paint the plants they find making sure to capture every detail.
- Label the parts of the plants they have drawn and draw any insects if spotted.
- Become a modern herbologist and research the best plants for increasing biodiversity thinking about the different animals and insects which would benefit from the plants.
- Plant a seed and think about what a plant needs to survive and how they can help the plant grow.

Skills

- Investigation
- Reading
- Writing
- Communication
- Oracy
- Curiosity
- Creativity and Innovation
- Digital Competence

Equipment

- The Internet
- Pencils
- Colouring pencils/pens
- Appendix 12
- Appendix 13

Areas of Learning

- Humanities
- Language, Literacy and Communication
- Expressive Arts
- Science and Technology



Henk Bekker CC BY-NC-SA 2.0

6— People in the Garden

Activity 8: Being in the Garden



Kotmi_ CC BY-NC 2.0

Objective:

This activity encourages pupils to think about the benefits of being outside and the positive impact this has on their well-being.

Pupils could:

- **Balloon Breathing**

Step 1:

Place your hands on your belly. Breathe in slowly through your nose to fill your lungs all the way to the top. As you do, feel your belly, abdomen and chest expanding out like a big balloon.

Step 2:

Now breathe out slowly through your mouth and blow all the air back out of your lungs. Let your belly sink down flat, as if deflating like an imaginary balloon.

Repeat the whole exercise 5 times.

- **Watch the clouds**

Sit or lie down on the ground. Breathe in and out as you watch the clouds move through the sky. What shape is the cloud? Does it look like something else?

- **Leaf Tracing**

Pick any leaf. This can be a simple or a complex shape. Trace the outline of the leaf with your eyes as slowly as you can. Move from one edge of the leaf, all the way around and back to where you started. This exercise is an excellent way to slow down your thoughts.

- **Hug a tree**

Find a tree you would like to hug. Carefully lean your head against the trunk and wrap your arms around the tree. Is it moving with the wind? Is it making any sounds? What does it smell like?

- **Notice your senses**

Go outside and take a deep breath and think about all their senses and...

- *Name five things they can see.*
- *Name four things they hear.*
- *Name three things they smell.*
- *Name two things they can touch.*
-

There is also a copy of the instructions in Appendix 14

Skills

- Investigation
- Mindfulness
- Oracy
- Curiosity

Equipment

- An Outdoor Space
- Appendix 14

Areas of Learning

- Health and Well-being
- Language, Literacy and Communication

Appendix 1 A Brief Introduction to Tudor Gardens

The Garden

Having a garden was important in the Tudor period. For poorer people even a small amount of land was advantageous as they could grow their own vegetables and herbs. For the rich they would also have space to have flowers for decoration and this was a way of displaying their wealth and showing off their status.

Tudor gardens were influenced by ideas coming from France and Italy. They included terraces, fountains, moats and canals, topiary (clipping trees and shrubs to make shapes) and statues.

The Tudors loved order and structure. The early Tudor garden was laid out in simple geometric designs with square beds divided into quarters, surrounded by walks or paths. The Tudor knot garden, created during Elizabeth I's reign, was known for its square and symmetrical design and lined with hedges. They were designed to be viewed from a window and looked down on. The gardens were designed to show the rich Tudor's ability to control nature and their importance and authority in society.

Tudor gardens were also designed to enhance and compliment the architecture of the house. Garden designers would use paths, hedge walls and pools to do this.

Gardens also contained statues and these were made of timber posts topped with carved beasts like lions, horses, and dragons, each one brightly coloured and topped with a small flag that often depicted the Tudor Rose.

Tretower Court and Castle is an example of a house and garden occupied during the Tudor period, now looked after by Cadw.

Types of plants used in the Tudor period:

- Hyssop,
- Purple iris
- Holly-hock
- Columbine
- Wallflower
- English lavender
- Daffodil
- primrose
- Roses (rosa gallica, rosa alba, sweet briar)
- Sweet violet
- White lupin
- Yellow lupin
- Rose campion
- Sweet rocket
- Honesty
- Pot marigold
- Christmas rose
- Peony
- Poppy
- Saffron crocus
- Carnations (pinks)
- Foxgloves
- Borage
- English bluebells

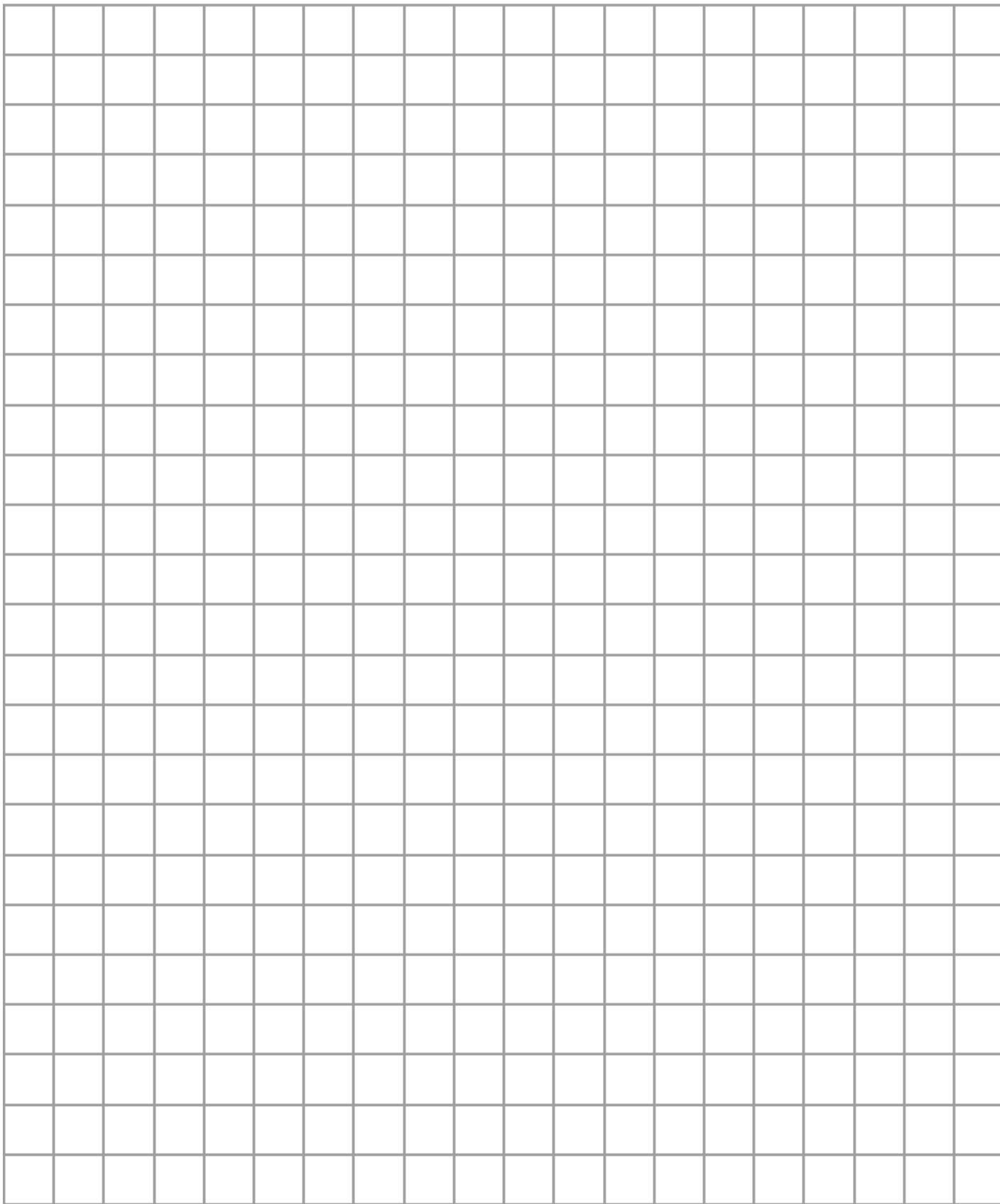
Flowers and plants newly introduced to England during the reign of Henry VIII, Edward, Mary:

- Snowdrops
- Snapdragon
- Red-flowered daisy
- Plumed cockscomb
- Cornflower
- Curry plant
- Spike lavender
- French lavender
- Cotton lavender
- Jacob's ladder
- Turkscap lily
- African marigold
- Nasturtium
- Rock rose
- Cyclamen
- Spanish dagger
- Cornelian cherry
- Apricot

Appendix 2 Tudor Garden Design Graph Paper

Each square represents 50cm of your garden design

Name: _____



Appendix 3 Tudor Garden Statues

Philip Halling / Heraldic beasts, Hampton Court / CC BY-SA 2.0



Colin Smith / Heraldic Beasts, Hampton Court / CC BY-SA 2.0



Plantagenet eagle Tudor Garden



Kent Wang / Hampton Court CC / BY-SA 2.0 DEED

Appendix 4 Tudor Medicine

Tudor Medicine

Medicine had not advanced very much by the Tudor period and most people relied on herbal medicines to heal them. If you were poor you could only afford to visit your local wise woman in the village. Herbs such as lavender and marjoram were recommended to treat a headache, chamomile to help ease a stomach ache, and feverfew to help with colds and high-temperatures. Most Tudor women would know how to make 'simples', herbal remedies.

The Tudors believed in the ancient Greek theory of the four humours, which was based on the four elements of fire, earth, water and air. These corresponded with elements or "humours" in the body; blood, black bile, phlegm and yellow bile. If one of these was out of balance then it meant that the person had too much or too little of that humour and they would become ill. Bleeding was a common treatment if it was believed that the patient had too much blood.

There were different medical services on offer although there was no National Health Service so who you visited depended on how much money you had. If you were rich you would have a Tudor physician visit you, however what your treatment was could depend on what star sign you were and the colour of your urine.

The Tudor world was rife with plague and contagious diseases such as dysentery and influenza. The most feared was the sweating sickness, a mysterious illness that could kill within 24 hours. Tudor people believed the plague was spread by bad smells and so strong smelling flowers were carried around as a way to ward off the illness. Plague doctors stuffed herbs into their plague masks to protect them.

Medicine did start to advance in the Tudor period with anatomists producing accurate diagrams of the muscles and books were written about children's medicine and the circulation of blood.

As most of those treating illnesses relied in some way on herbs, what was planted in the garden was important and was seen as a Tudor person's medicine chest. Those who lived in a town would visit an apothecary for their herbs but those lucky enough to have space for a garden would plant specific herbs they knew would help them if they were sick.



Copper engraving of a plague doctor
Public Domain

Types of medical people in the Tudor period

The Physician

Only the rich could afford a physician. He would have gone to university for seven years and the rich believed the more they paid the better the treatment. He would treat illnesses by reading patients star signs. Some physicians diagnosed illnesses by only studying a patient's urine; looking at its colour, thickness, and even tasting it.

The Apothecary

They would sell drugs and medicines as well as herbs. They could make up their own medicines to sell to Physicians and customers. They could be men or women (except in London). They could still only be accessed by those with money.

The Barber surgeon

They worked on the battlefield caring for soldiers during battle. When in peace time some became barber surgeons and would also cut hair as they could not make enough money as just a surgeon. They could also pull teeth and bleed people. This was an option if you had some money.

The Wise woman

They were usually a local woman who lived in the village. The poor would go to her first as she would only charge a small amount of money or give treatment for things she needed such a cloth for clothes or grain for food. She would use her knowledge of herbs and plants to treat illnesses.

The plague doctor

A plague doctor would have visited if you had the bubonic plague and were hired by cities to look after everyone, no matter what their income. Plague doctors were usually volunteers or young doctors at the start of their careers and they would carry out blood letting using leeches. They would wear a mask the shape of a beak which would be filled with herbs. They believed the plague was spread by bad smells and these strong smelling herbs would protect them. They also wore a wide brimmed hat and long black coat so all their skin was covered.

Appendix 5 Role-play Card Templates and Questions

A role-play card template consisting of a large, empty rounded rectangle at the top, intended for a drawing. Below this rectangle are five horizontal dashed lines, providing space for writing text.

A role-play card template consisting of a large, empty rounded rectangle at the top, intended for a drawing. Below this rectangle are five horizontal dashed lines, providing space for writing text.

Questions you could ask

1. What is your name?
2. What type of doctor are you?
3. Would you heal the rich or the poor?
4. What type of treatments do you offer?
5. How would your patients feel visiting you?

Appendix 6 Examples of Plants for Healing

- **Feverfew** - 'Fever chaser' cures headaches, vertigo, catarrh and melancholy.
- **Woundwort** - Dries up cuts. Made into poultices with grease and applied to open wounds.
- **Ground Ivy** - Heals sore eyes, ulcers and stomach pains.
- **Rosemary** - Helps sore throats, bad breath, bad dreams, bad memory and anxiety.
- **Meadowsweet** - Cures malaria and fevers.
- **Comfrey** - Used for bruises, wounds, settling diarrhoea and knitting broken bones.
- **Dandelion** - Helping with bladder infections.
- **Borage** - Helps as a herbal treatment of skin disorders.
- **Fennel** - Used as an antidote to poisonous mushrooms and the bites of mad dogs and snakes, for lung and stomach disorders, jaundice and gout.
- **Yarrow** - Used for treating injured soldiers. Generally used to stop bleeding.



Feverfew



Borage

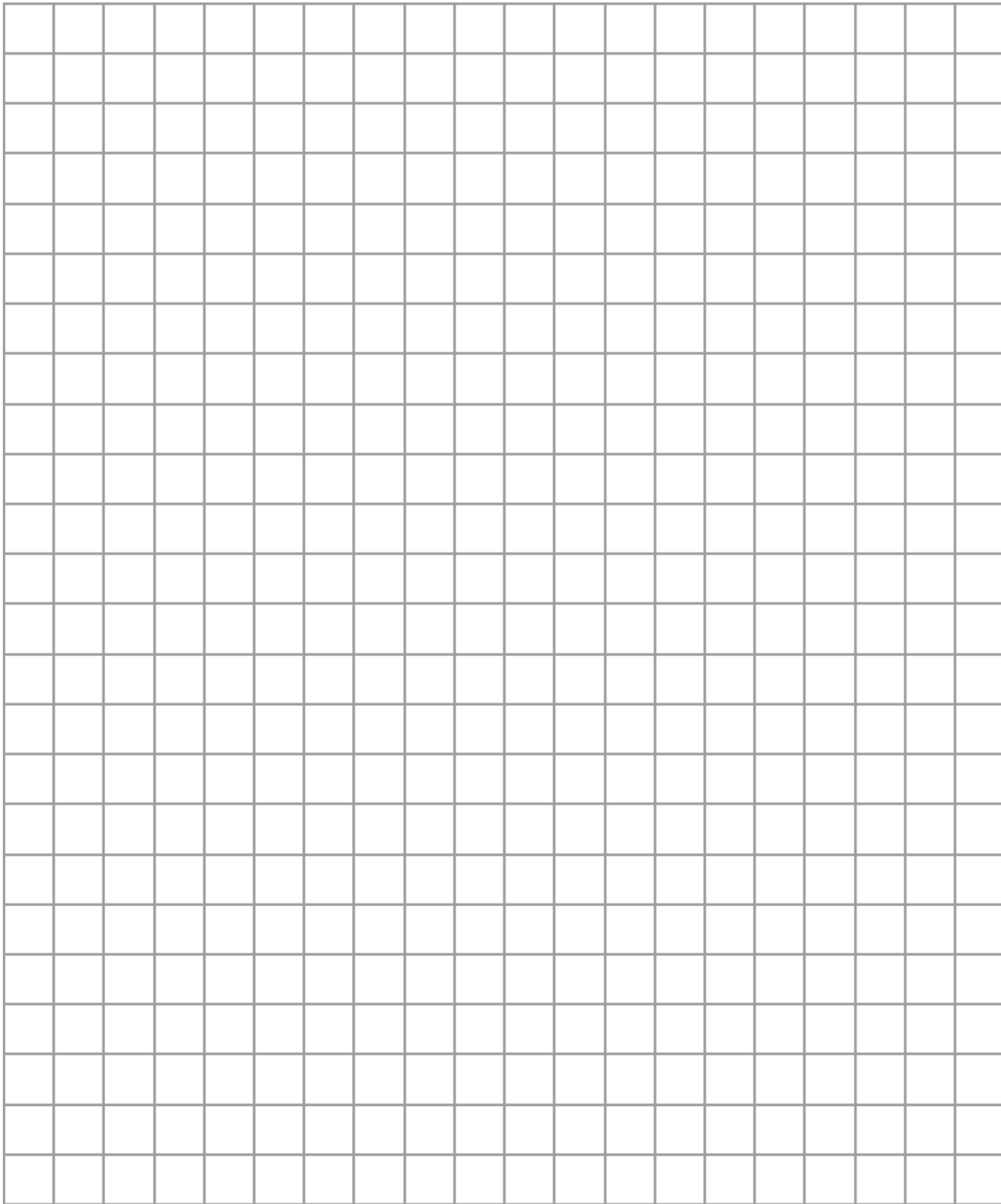


Yarrow

Appendix 7 Tudor Garden Design Graph Paper

Each square represents 50cm of your garden design

Name: _____



Appendix 8 Plas Mawr

Plas Mawr

Plas Mawr in Conwy is an example of a Tudor household, built by Robert Wynn in 1576. Robert was known for his entertaining and he made sure that the house kitchen was supplied with food from his own gardens, orchards and local dairy herds, as well as a fish trap. The house also had facilities for brewing, baking and making butter and cheese. It was designed to be a luxurious and impressive home and had ten rooms on the ground floor. The kitchen was normally placed at the far end of the house away from the main hall, but Plas Mawr was designed differently, with the kitchen in the centre of the building. Above the entrance rooms and the kitchen was the great chamber, used to host important guests and hold grand feasts. Each of the private bedrooms for guests and family had its own fireplace, an important Tudor status symbol. Today, the elaborate plasterwork remaining on the walls and ceilings of seven of the rooms shows extensive heraldry, badges and symbols of the Wynn family, the Tudors and other medieval monarchs.

Water was extremely important to the running of the house and Plas Mawr had its own well in the upper courtyard. This meant that water could be carried to all the rooms and areas which needed water. It was used for laundry, washing and bathing and for cooking. It was especially important as Plas Mawr made its own food and drink. Water was needed to make 'small beer' in the brewhouse which was drunk daily and was more hygienic than drinking the water. The water was also used for cleaning butter churns, boiling water and cooking food in large cauldrons and handwashing on the master's table.



Plas Mawr courtesy Cadw



Plas Mawr Kitchen courtesy Cadw

Appendix 9 Kitchenware Objects

Chafing dish: used to warm the plates when moving them from the kitchen to the table.



Tyg: A two or more handled cup for drinking out of.



Horn cup: For drinking out of.



Pipkin: This would have a wooden handle and be held over the fire.



Elizabethan Naughty Cake

Ingredients:

- 85g butter
- 3 tbs honey
- 115g mixed dried fruit
- 55g of glace cherries
- 85g mixed nuts, roughly chopped
- 115g crumbled biscuits
- 1 tsp mixed spice

1. Heat the butter and honey in a pan
2. Simmer for 2 minutes, stirring constantly
3. Leave to cool
4. Mix remaining dry ingredients with the honey
5. Spoon into a 7 inch dish
6. Leave in a cool place to set

Shrewsbury Biscuits

Ingredients:

- 3½ cups of plain flour
- 1½ cups of sugar
- 2 eggs
- ½tsp cinnamon
- 1½ cups of butter
- Dash of rosewater
- Pinch of salt

1. Mix all the dry ingredients in a large bowl, then use your fingers to rub in the butter.
2. Add the rosewater and eggs using a spoon, mixing until it becomes a dough
3. Knead lightly on a floured counter until it becomes a stiff dough
4. Cut the dough in 16 equal balls, then pat out to make a 10cm round shape
5. Place on a greased baking tray
bake for 10 -15 minutes at 180 350

Appendix 10 Tudor Recipes

Spicy Pudding

Ingredients:

- A lightly baked pastry case
- 6 apples
- 2 eggs
- breadcrumbs
- raisins
- 2 tbs honey
- a little cream
- mixed spice
- The apples should weigh about half as much as the other

1. Peel, core and stew the apples
2. Leave the apples to cool
3. Beat the eggs
4. Stir the eggs into the stewed apples
5. Stir in the breadcrumbs, cream, raisins and honey
6. Sprinkle the spice on top
7. Bake at gas mark 4, for fifteen minutes

Honey and cinnamon tart

Ingredients:

- Shortcrust pastry case
- 170g cream cheese
- 6 tbs of clear honey
- 85g of sugar
- 1 tsp cinnamon
- 2 eggs

1. Line an 8 inch flan dish with pastry
2. Bake blind for 10 minutes
3. Mix together the cream cheese, honey, sugar and cinnamon
4. Whisk 2 eggs
5. Gradually stir the eggs into the mixture
6. Pour the mixture into the pastry case
7. Bake at gas mark 4 for 35 to 40 minutes, until firm to the touch and lightly brown

Tarte Owt of Lent

Ingredients:

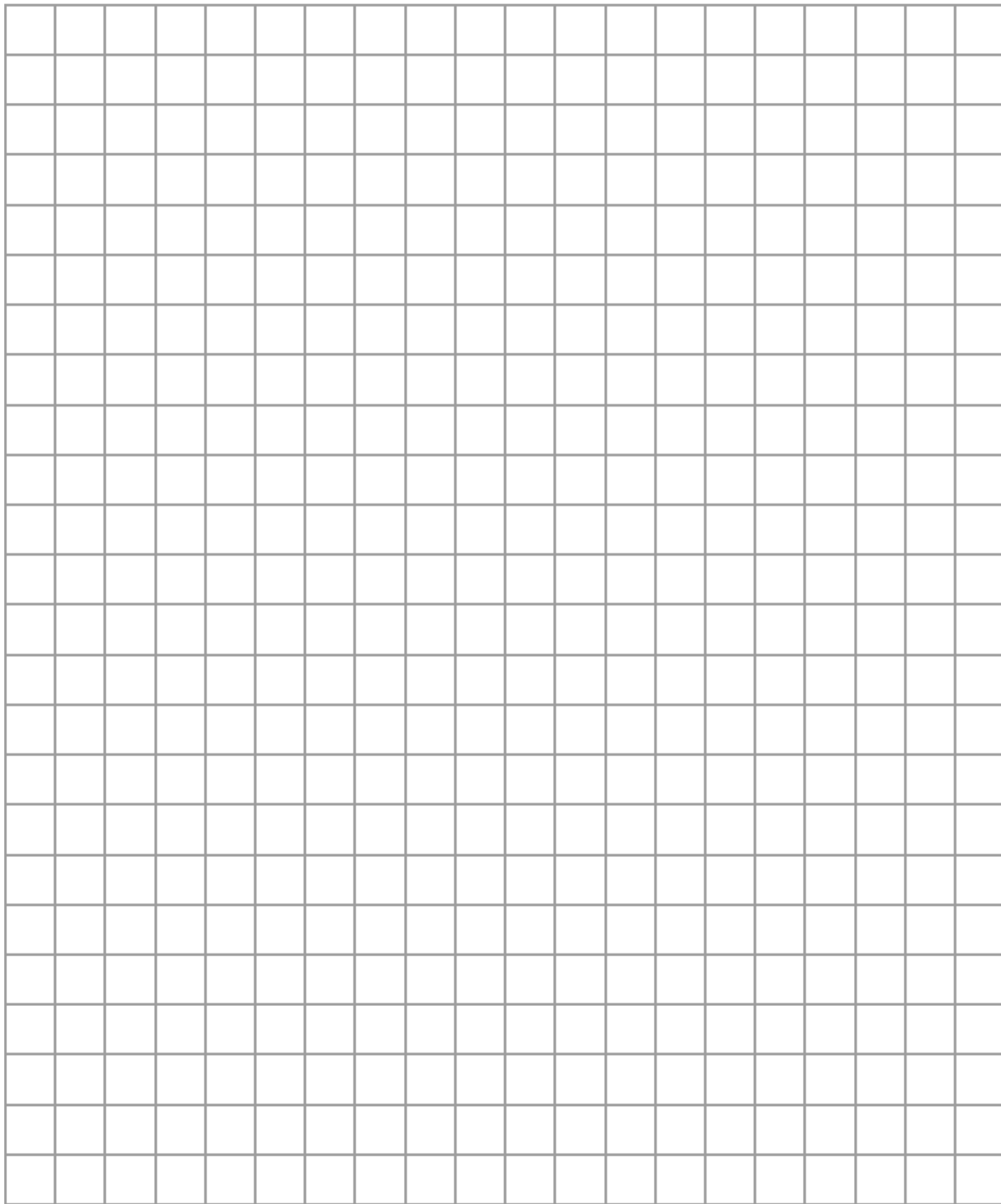
- Shortcrust pastry
- 100g Cheshire Cheese
- 150ml single cream
- 1 egg
- Pinch of salt and pepper
- Egg yolk to glaze

1. Grease a pie dish with butter.
2. Roll out 2/3 of the pastry to make the pie base.
3. Cut the cheese into chunks and bash it in a mortar and pestle.
4. In a large bowl put the pounded cheese, whisked egg, cream, salt and pepper and mix together.
5. Place the mixture into the pastry base.
6. Roll out the remainder of pastry and put on the lid – seal and glaze with egg yolks.
7. Bake at 220 for 40 minutes or until golden brown

Appendix 11 Vegetable and Herb Garden Designers Graph Paper

Each square represents **50cm** of your garden design

Name: _____



Appendix 12 Tudor Garden Jobs

The Botanist

This was someone who studied plants. They would have to classify them, name them, describe them and draw them.

Florist

This was someone who cut flowers from the garden to put on display in the Tudor house. It was a relatively new idea to grow flowers for their ornamental purposes.

Fruit-grower

This was someone who planted orchards to grow fruit including apples, pears, cherries and apricots.

Herbalist

This was someone who studied plants for their use in medicines. Women could also mix their own herbal remedies and would have knowledge of plants and how they could be used.

Horticulturist

This was someone who specialises in cultivating and maintaining gardens. They worked with fruit, vegetables, flowers and ornamental plants and decided what would go into a garden.

Market gardener

This was someone who grew vegetables in a specific plot of land. These vegetables might have been grown to provide food for the house hold or they might have been sold at Tudor markets.

Seedsman

This was someone who sold their seeds to horticulturists. Seedsman were people who would get their seeds from abroad through trading ships. There is some evidence that some of the earlier seedsman did sell seeds of questionable quality.

Appendix 13 Role-play Card Templates and Questions

A role-play card template consisting of a large, empty rounded rectangle at the top, intended for a drawing. Below this rectangle are five horizontal dashed lines, providing space for writing notes or a script.

A role-play card template consisting of a large, empty rounded rectangle at the top, intended for a drawing. Below this rectangle are five horizontal dashed lines, providing space for writing notes or a script.

Questions you could ask

1. What is your job title?
2. What do you do?
3. What tools do you need?
4. What conditions do you work with?
5. What is your favourite part of the job?

Appendix 14 Mindfulness Activities

Balloon Breathing

Step 1:

Place your hands on your belly. Breathe in slowly through your nose to fill your lungs all the way to the top. As you do, feel your belly, abdomen and chest expanding out like a big balloon.

Step 2:

Now breathe out slowly through your mouth and blow all the air back out of your lungs. Let your belly sink down flat, as if deflating like an imaginary balloon.

Repeat the whole exercise 5 times.

Watch the Clouds

Sit or lie down on the ground. Breathe in and out as you watch the clouds move through the sky. What shape are the clouds? Do they look like anything else?

Leaf Tracing

Pick a leaf. Trace the outline of the leaf with your eyes as slowly as you can. Move from one edge of the leaf, all the way around and back to where you started. This exercise is an excellent way to slow down your thoughts.

Hug a Tree

Find a tree you would like to hug. Carefully lean your head against the trunk and wrap your arms around the tree. Is it moving with the wind? Is it making any sounds? What does it smell like?

Notice your Senses

Take a moment and use your senses to explore the world around you. When you are done, write or draw the things that you could smell, hear, see and feel.



VISION



TOUCH



HEARING



SMELL



- What could you smell?
- What could you hear?
- What could you see?
- What could you feel?