

Explore Linlithgow Palace

Learning resources & activities overview



Group Leader notes

The Explore Linlithgow Palace with the Junior Tour Guides film and accompanying resources are intended to help groups learn about Linlithgow Palace at the time of the Stewart kings and queens who built it and stayed there.

Please note that there are two different spellings – Stewart and Stuart – to describe the Scottish kings and queens. These resources will generally refer to them as Stewart.

THE RESOURCES INCLUDE:

Explore Linlithgow Palace with the Junior Tour Guides (Film)

[\[YouTube link to follow\]](#)

The film is divided into the sections below. Sections 3, 4 and 6 have activities with suggestions when to stop the film.

1. Meet the Stewart Kings and Queens (0.00)
2. Security at the Palace (3.51)
3. Writing coded messages (6.55)
4. Meeting the King - Royal Etiquette (12.08)
5. Jobs in the Court Kitchen (16.00)
6. Dancing and entertainment (20.45)
7. The End (23.50)

Downloadable resources linking to the film:

historicenvironment.scot/learn

Explore Linlithgow Palace Film Quiz (PowerPoint)

Explore Linlithgow Palace Assembly-style Presentation Ideas & Script (Word/PDF)

Images to support Linlithgow Palace Assembly-style Presentation Ideas & Script (PPT)

Downloadable resources that can also be used independently from the film:

Drama and Dance Activities inspired by Linlithgow Palace (Word/PDF)

Explore Linlithgow Palace Wordsearch (Word/PDF)


Code Activity inspired by Linlithgow Palace (Word/PDF)

Suggestions for further resources and activities based on the film scenes

SCENE 1 - MEET THE STEWART KINGS AND QUEENS

 **Resource** – [Stewart Kings and Queens timeline](#) (created by Twinkl)

The Stewart Royal Family – History of British Monarchs (The general timeline information is available to all, whilst family tree and timeline card resources are available to [Twinkl.co.uk](https://www.twinkl.co.uk) subscribers.)

 **Activity** – All of The Stewart Kings and Queens we hear about in the film had dramatic lives. Which were you most interested in and why?

 **Activity** – Write your own verse or rap about one of the Stewarts.


SCENE 2 - SECURITY IN THE PALACE

 **Activity** – Design a cardboard castle stronghold.

 An accompanying [resource](#) can be found at [historicenvironment.scot/learn](https://www.historicenvironment.scot/learn)

- **Design a Cardboard Castle Stronghold** (PDF)


SCENE 3 - CODED LETTERS

 **Activity** – Imagine you are applying for a job as a code writer and spy for the King. Write him a letter to explain why you would be good at the job.

SCENE 4 MEETING THE KING - ROYAL ETIQUETTE

 **Activity** – Try following the table rules you saw in the film during a meal or pretend meal.

SCENE 5 - JOBS IN THE COURT KITCHEN


 **Activity** – Prepare your own menu and banquet for the King and Queen using some menu suggestions from the film or plan your own special occasion. You can draw the food you would serve, work out jobs in the busy court kitchen, brainstorm details to make your event special from who you would invite to what you will wear, and even make some royal biscuits.

 Accompanying [resources](#) can be found at [historicenvironment.scot/learn](https://www.historicenvironment.scot/learn)

- **How to plan a Fabulous Feast** (PDF)
- **Fill your Feasting Plate** (PDF)
- **Busy Castle Kitchen** (PDF)
- **How to Make Royal Biscuits** (PDF)




SCENE 6 - DANCING AND ENTERTAINMENT

 **Activity** – There would be feasting and entertainment in the Great Hall. Try your hand at juggling, playing music from the period or writing a funny poem to entertain your guests.

An accompanying [resource](#) can be found at [historicenvironment.scot/learn](https://www.historicenvironment.scot/learn)

 • **Create your own Palace Entertainment** (PDF)

 **Activity** – Use your research skills to find the names of other dances like the Basse dance that were popular in the 16th Century.

USEFUL LINKS

Historic Environment Scotland

A range of online learning resources inspired by Scotland's past

historicenvironment.scot/learn

Linlithgow Palace, Peel and Park – Statement of Significance

historicenvironment.scot/visit-a-place/places/linlithgow-palace

Scran images

Search using 'Linlithgow Palace' or use the link [Scran Search Results](#) to find images of many of the features listed in the film including the ceremonial entrance from time of James I, court kitchen, great hall, as well as aerial views and images of the Palace.



CURRICULUM FOR EXCELLENCE LINKS

Watching the film and/or using the resources connects to topics including:

- Mary Queen of Scots
- The Stewart Kings and Queens
- Castle Life
- Scotland/Scotland's Past
- West Lothian/Linlithgow Local History

Using the resources helps deliver First and Second Level experiences and outcomes in:

- Literacy
- Expressive Arts
- Social Studies
- Health & Wellbeing

Specific Experiences and Outcomes for Drama & Dance Activities

Using the resources will help develop cultural experiences, literacy and creativity, communication skills, presentation and performance skills and working with others.

I enjoy creating, choosing and accepting roles, using movement, expression and voice.

EXA 1-12a

Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through drama.

EXA 0-13a / EXA 1-13a / EXA 2-13a

I am becoming aware of different features of dance and can practise and perform steps, formations and short dance.

EXA 1-10a

I have developed confidence and skills in creating and presenting drama which explores real and imaginary situations, using improvisation and script.

EXA 1-14a

I have created and presented scripted or improvised drama, beginning to take account of audience and atmosphere.

EXA 2-14a

I can respond to the experience of drama by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work.

EXA 0-15a / EXA 1-15a / EXA 2-15a / EXA 3-15a

I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave.

HWB 0-04a / HWB 1-04a / HWB 2-04a / HWB 3-04a / HWB 4-04a