

VANBRUGH300

Presented by THE GEORGIAN GROUP

Teachers' Resource Pack and Lesson Plans - Key Stage Two



VANBRUGH300

Presented by THE GEORGIAN GROUP

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PAUL MELLON CENTRE
for Studies in British Art



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Introduction

Welcome to the Teachers' Resource Pack accompanying the schools' programme for Vanbrugh 300. We are delighted that your school is joining us to celebrate the legacy of Sir John Vanbrugh (1664 - 1726).

In this pack and the accompanying resources you will find all you need to confidently work with your pupils to explore the life and work of Sir John Vanbrugh and to support your school visit to your local Vanbrugh designed heritage site. These resources have been designed to use even if you haven't booked a visit to one of the Vanbrugh 300 partner heritage sites.

About the Schools Programme

The school's programme consists of the following elements:

CPD day

The primary focus of the CPD day is high-quality professional development for teachers. The CPD day will include a tour of your local heritage site as well as an opportunity to explore some of the activities from the lesson plans available to deliver before and after your site visit.

You will come away with practical, creative strategies you can use straight away across the curriculum and your teaching practice beyond the life of this project and more broadly across the curriculum and other topics and texts. These proven approaches are designed to maximise pupil engagement, spark curiosity, strengthen written and oracy skills and make learning come alive for every student. You'll gain fresh ideas to spark curiosity and boost engagement.

Dates are as follows:

Seaton Delaval Hall - Monday 9th February 10am - 3.30pm

Blenheim Palace - Friday 27 February 10am - 3.30pm

Castle Howard - Monday 18 May 10am - 3.30pm

N.B. Unfortunately we are not able to offer a CPD day at either Grimsthorpe Castle or Kimbolton Castle. Schools visiting Kimbolton are welcome to attend the CPD day at Blenheim Palace on 27 February. Please email Vanbrugh300@georgiangroup.org.uk if you wish to do this.

Heritage Site Visits

Step into history with an unforgettable visit to your local heritage site designed by Sir John Vanbrugh - Blenheim Palace, Castle Howard, Seaton Delaval Hall, Grimsthorpe Castle or Kimbolton Castle. Pupils will explore the fascinating world of one of Britain's greatest architects through a fun, guided tour that brings his designs and stories to life. They will also participate in a hands-on creative workshop where pupils will design their own piece of wearable architecture. This workshop will inspire curiosity and imagination, giving children the chance to build, design, and create while learning about art, maths, architecture and history. For schools visiting Castle Howard, students will be invited to build their own castle with giant Play Shapes.

During their visit pupils will also complete a specially designed worksheet (included in this pack on page 27 & 28) which will link to both the workshop on the day and to the lesson plans they will complete following their visit.

Please ensure that you bring enough of these worksheets for your class on the day of your visit.

Lesson Plans and Supporting Resources

There are four lesson plans available in this pack to deliver with your class – two to deliver before your heritage site visit and two to deliver following your visit. The lesson plans do not require you to have booked for a site visit. They are freely available for all schools to use.

Deliver all four or pick and choose to suit you and your class and the time you have available for the project.

Lesson plans include clear curriculum links to the following subject areas:

History

English/Literacy

Maths

D&T

Art

PowerPoint Resources

PowerPoint resources are provided for use on the IWB to support your delivery of the lesson plans and to help prepare your class for their site visit.

Contact Us

If you have any questions about your site visit, please contact the site you are visiting directly.

For any other queries regarding the Schools Programme or Vanbrugh 300, please email: vanbrugh300@georgiangroup.org.uk

About Vanbrugh 300

Sir John Vanbrugh's (1664-1726) life and achievements will be celebrated across the UK in 2026, his tercentenary year, following a grant from The National Lottery Heritage Fund to The Georgian Group – the conservation organisation founded in 1937 to protect and promote Georgian heritage.

Vanbrugh300 will include a variety of events, exhibitions and family and community weekends at six partner sites: Castle Howard, Blenheim Palace, Seaton Delaval Hall, Grimsthorpe Castle, Kimbolton Castle and Stowe House. Find out more here: vanbrugh300.co.uk

Find out more about The Georgian Group at: georgiangroup.org.uk

About Sir John Vanbrugh



Sir John Vanbrugh (1664-1726) was a leading English architect, playwright, and cultural figure of the late 17th and early 18th centuries. He is best known today as one of the key architects of the English Baroque style and as a successful dramatist during the Restoration period.

Born in London, Vanbrugh initially pursued a varied career that included military service and political involvement as a Whig supporter. He was briefly imprisoned in France as a young man, an experience that shaped his political outlook and connections. Remarkably, he had no formal training in architecture, yet went on to design some of Britain's most famous buildings through study, collaboration, and strong artistic vision.

In architecture, Vanbrugh worked closely with Nicholas Hawksmoor and is celebrated for bold, dramatic designs emphasising grandeur and mass.

His most famous works include Castle Howard (Yorkshire), Blenheim Palace (Oxfordshire), and Seaton Delaval Hall (Northumberland).

These buildings are characterised by monumental scale, strong silhouettes, and theatrical use of space, reflecting Baroque ideals of power and movement.

While admired by some, his style was controversial in his own time for being heavy and unconventional.

Alongside architecture, Vanbrugh was also a prominent playwright. His comedies, such as *The Relapse* (1696) and *The Provoked Wife* (1697), were popular but provocative, challenging social norms around marriage, gender roles, and morality. His plays contributed to debates about behaviour and reform in Restoration theatre.

Vanbrugh's significance lies in his versatility and influence. He helped shape Britain's architectural identity at a time of political and cultural change and left a lasting legacy in both the built environment and English drama.

More information on Sir John Vanbrugh can be found on the Vanbrugh 300 website: www.vanbrugh300.co.uk



The Restoration



The Restoration: A Brief Overview

The Restoration in England began in 1660 when the English, Scottish and Irish monarchies were restored under Charles II after the English Civil War. The Restoration was a transformative period in British history, marked by the return of the monarchy, significant cultural shifts, and ongoing political and religious tensions. It set the stage for the development of modern Britain.

Historical Context

- **English Civil War:** The preceding civil war (1642-1651) was a conflict between the monarchy and Parliament, resulting in the execution of Charles I.
- **The Interregnum:** The period between 1649 and 1660 saw England governed as a republic, first under Parliament and then under Oliver Cromwell's Protectorate.
- **Great Plague and Great Fire:** The Great Plague of 1665 and the Great Fire of London in 1666 were major disasters that impacted London's population and architecture.
- **Anglo-Dutch Wars:** A series of naval conflicts between England and the Dutch Republic for control over trade routes and maritime power.
- **Religious Tensions:** Continued conflict between Anglicans, Catholics, and various Protestant sects shaped the social and political landscape.

Cultural Context

- **Reopening of Theatres:** The Restoration saw the revival of English theatre, which had been closed during the Interregnum.
- **Restoration Comedy:** A new genre of comedy emerged, characterised by wit, satire, and themes of love and social intrigue.
- **Royal Society:** Founded in 1660, the Royal Society promoted scientific inquiry and intellectual exchange.
- **Influence of the Court:** The court of Charles II set the tone for cultural life, marked by extravagance and a departure from Puritan values.
- **Architecture and Arts:** A shift towards classical and baroque styles in architecture and the arts.





English Baroque: A Brief Overview

The English Baroque was a cultural and artistic movement that flourished roughly from the 1660s to the early 1700s. It was part of the broader European Baroque, but with its own distinct characteristics shaped by English history, politics, and cultural preferences. The English Baroque was a significant period in British art and architecture, marked by grandeur, classical influences, and elaborate ornamentation. It left a lasting legacy in the form of iconic buildings and a distinctive cultural aesthetic.

Key Features of Baroque Architecture

Bold, Heavy Classical Features

- Giant columns and pilasters (often in pairs or grouped).
- Deep cornices with strong shadows.
- Massive pediments, sometimes broken or curved.
- Rusticated stonework.

Dramatic Rooflines

- Tall towers and turrets.
- Domes.
- Lanterns (small structures on top of domes or roofs).
- Balustrades running along roof edges.

Storytelling through Sculptural Decoration

- Statues of gods, heroes, and mythological figures.
- Heraldic crests and coats of arms.
- Carved swags (stone garlands of fruit, flowers, or cloth).
- Cartouches (ornamental shields or frames).

Grand Openings

- Arched windows.
- Elaborate door surrounds with columns or pilasters.
- Keystones carved with faces or motifs.

Theatrical Interior Ornamentation

- Painted ceilings with illusionistic scenes.
- Stucco decoration – swirling plasterwork.
- Marble columns and fireplaces.
- Grand staircases designed as showpieces.

Landscape Ornamentation

- Temples, pavilions, and follies.
- Triumphal arches.
- Obelisks and pyramids.
- Long, axial avenues leading the eye to a focal point.

Cultural and Artistic Impact

- **Influence on Other Arts:** The Baroque style influenced painting, sculpture, and garden design, creating a cohesive aesthetic across different art forms.
- **Decorative Arts:** Elaborate furniture, silverware, and other decorative arts reflected the opulence of the period.
- **Gardens:** Formal gardens with geometric layouts, fountains, and sculptures complemented the architecture.

Decline of English Baroque

- **Rise of Palladianism:** By the early 18th century, the Baroque style began to fall out of favour, replaced by the more restrained and classical Palladian style inspired by the buildings of ancient Greece and Rome.
- **Changing Tastes:** A shift in cultural tastes towards simplicity and elegance led to a decline in the popularity of the Baroque's elaborate ornamentation.



Lesson 1: The Story of John Vanbrugh



Duration: 75 mins

Curriculum Links

History

- A study over time tracing how several aspects of national history are reflected in the locality.

Students will:

- Learn about significant historical people and buildings in their own locality.
- Understand John Vanbrugh's significance nationally and in their own locality in the late 17th/early 18th Century.

English: Reading – Comprehension

- Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which students can read independently.
- Read texts that are structured in different ways and reading for a range of purposes.
- Ask questions to improve their understanding of a text.
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.

Upper KS2

- Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
- Distinguish between statements of fact and opinion.
- Retrieve, record and present information from non-fiction.

Students will:

- Use a variety of non-fiction resources to find key information.
- Select their favourite facts and explain why they have made these choices.
- Use findings to make inferences regarding Vanbrugh's thoughts, feelings and motives.

English: Spoken Language

- Listen and respond appropriately to adults and their peers.
- Ask relevant questions to extend students understanding and knowledge.
- Use relevant strategies to build students vocabulary.
- Articulate and justify answers, arguments and opinions.
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
- Participate in discussions, presentations, performances, role play, improvisations and debates.

Students will:

- Present facts that they have selected from a range of resources, justifying their reasoning.
- Use and apply language from sources, interpreting it where needed, to provide clear explanations.

What you will need:

- ICT equipment
- Print outs of Sir John Vanbrugh Information Sheet (See Supporting Resources)
- Paper and pens/pencils
- Character Exploration Templates on A3 paper x 5
- Strips of paper



Activity

Carpet Session 1 (15 mins)

- Show your class an image of your local Vanbrugh heritage site. Ask the class if they know the name of the location. Do they know how old it is? Who designed it?
- Inform the class that the building was designed by an architect called John Vanbrugh and that he built many iconic buildings across the country which are famous worldwide, visited by tourists every year. Explain that architecture was just one of his jobs. He was an important historical figure who had many different jobs and interests.
- Inform the class that they will be visiting their local Vanbrugh designed heritage site soon and that, before they do so, they need to become history detectives, to find out: who Vanbrugh was; what his life was like; the careers he had; why he is such an important historical figure.
- Explain that students must work as a team using different information sources to find out what they think are the top 5 most interesting events and facts about his life.

Table Activity 1 (20 mins)

- Invite students to move to tables for a mixed ability group activity.
- Provide students with access to ICT equipment and a copy of the Sir John Vanbrugh Information Sheet.
- Inform students that they must work as a team to explore all the information, capturing the most exciting facts and events they find as they do so.
- Allow time for students to read and research the information they have been given and to gather facts and events.
- Now, invite students to discuss the most interesting facts and events they have found within their groups, they must agree on the top five, most interesting events of his life.

Resources

KS2 PowerPoint -
Vanbrugh's Buildings

Sir John Vanbrugh
Information Sheet with
Vanbrugh 300 website
link (See Supporting
Resources)

Paper and
pens/pencils

Lesson 1: The Story of John Vanbrugh cont...



Activity

Carpet Session 2 (15 mins)

- Gather the class together.
- It's time to share the most exciting facts and events in John Vanbrugh's life.
- Allow each team to present their findings, creating a whole class list.
- Invite students to discuss all facts found with the person next to them before asking the class to decide on the most interesting top five events.
- Draw a timeline on your board from Vanbrugh's birth in 1664 to his death in 1726. Ask the class which order the events occurred in. Sequence the events from Vanbrugh's life along the timeline.
- Ask the class what they think Vanbrugh was like. Did he change as a man during the time period your class have identified? How do they think he felt about the events they have selected? If they could go back in time to meet him at any of these moments, what would he have been like?
- Explain that the information sources are a great method of discovering historical facts but, without access to materials such as interviews and diary entries, it's often difficult to find out what the historical personalities might have really been like, their thoughts, feelings and motives.
- Tell the class that they are going to work together to bring the character of John Vanbrugh to life. To discover what he was like at each event they have identified. Explain that each team will be responsible for recreating Vanbrugh at a specific moment to find out who he really was and if he changed over time.
- Show the Character Exploration Template and explain that you will guide students through the next part of the lesson as they work to complete their Character Exploration of Sir John Vanbrugh. Allocate one event in his life to each group.

Resources

Facts/events discovered by students

Large timeline

Character Exploration Template (See Supporting Resources)

Lesson 1: The Story of John Vanbrugh cont...



Table Activity 2 (15 mins)

- Hand out Character Exploration Templates, one for each team.
- Explain that you are going to be thinking about the characteristics of Sir John Vanbrugh – the personality and emotional attributes of the character rather than how he looks/the physical attributes.
- Ask students to think about how they feel when they wake up in the morning before they have seen or spoken to anyone, or how they feel as they walk to the school gate before they see friends and teachers. Ask them to think about the thoughts and feelings they might have. Explain those are the inner thoughts, feelings, and emotions that they have inside their head.
- Invite them to think about John Vanbrugh at the moment in his life they have been allocated. Ask, “how do you think he feels on the inside?”
- Ask them to fill the inside of the image of John Vanbrugh on the Character Exploration template with adjectives describing how they think he feels on the inside at this moment in his life. Students should then write an explanation to justify their choices on a slip of paper and stick this next to their adjective starting with ‘because...’ and their reason.
- Next move onto the outside of the figure of John Vanbrugh and ask students to think about the person they are when they meet someone they respect or who they are to their friends and teachers when they arrive at school – this is their outer self.
- Ask students to think about who John Vanbrugh is to the outside world at this moment in his life, how would they be perceived by others?
- Capture adjectives around the outside of the figure of John Vanbrugh, again asking for explanations on slips of paper to accompany the offers.

X5 Character
Exploration Templates

Paper strips for
justification sentences

2 different colour
markers for each
group

Writing pens

Lesson 1: The Story of John Vanbrugh cont...



Plenary (10 mins)

- Place the completed Character Exploration templates along the timeline, alongside the event in time that they reflect.
- Invite the class to consider who Vanbrugh was as a man. Did he change over time? How? Why?

Lesson 2: Meeting John Vanbrugh



Duration: 75 mins

Curriculum Links

History

- A study over time tracing how several aspects of national history are reflected in the locality

Students will:

- Learn about significant historical people and buildings in their own locality.
- Understand John Vanbrugh's significance nationally and in their own locality in the late 17th/early 18th Century.

English: Spoken Language

- Listen and respond appropriately to adults and peers.
- Ask relevant questions to extend students understanding and knowledge.
- Use relevant strategies to build their vocabulary.
- Articulate and justify answers, arguments and opinions.
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
- Participate in discussions, presentations, performances, role play, improvisations and debates.

Students will:

- Present facts which they have selected from a range of resources, justifying their reasoning.
- Use and apply language from sources, interpreting it where needed, to provide clear explanations.
- Speak in role as John Vanbrugh, articulating thoughts, feelings and motives.

English: Composition

- Discuss and record ideas.
- Draft and write by composing and rehearsing sentences orally (including dialogue).
- Organise paragraphs around a theme.
- In narratives, create settings, characters and plot.

Upper KS2

- Identify the audience for, and purpose of, the writing; selecting the appropriate form and using other similar writing as models for their own.
- Note and develop initial ideas, drawing on reading and research where necessary.
- In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action.

Students will:

- Use and apply appropriate grammar and vocabulary to recall a narrative, articulating thoughts, feelings and events orally before writing as a diary entry.
- Create diary entries in the tone of Vanbrugh, considering narrative arc and selecting an appropriate tone.

What you will need:

- Facts/events and timeline identified and created in Lesson 1
- Sir John Vanbrugh Information sheet
- Completed Character Exploration Templates from Lesson 1
- Open-ended Questions (see Supporting Resources)
- Paper and pens

Lesson 2: Meeting John Vanbrugh cont...



Activity

Carpet Session 1 (15 mins)

- Recall the chosen facts, timeline and character exploration that you did in lesson 1.
- Tell the class that their next challenge is to bring John Vanbrugh to life, and to interview him, discovering more insights into the man that created your local heritage site before you visit it. First, they need to recall the events in his life.
- Ask the class to move to sit in a circle/around the edge of your class carpet.
- You can either re-read The Amazing Life and Adventures of Sir John Vanbrugh to them again as a recap or using the timeline you created in lesson 1, ask the students to tell the story round the circle, each student contributing one sentence that starts with 'And then...'. They can also just pass to the next students if they don't feel confident to speak.

Table Activity 1 (20 mins) STATUES

- Hand out the Character Exploration templates that they created in lesson 1.
- In their table groups ask them to find a partner and label themselves A and B.
- Explain that B's will start and must choose an adjective from the **outside** of their character. They do not need to tell their partners what they have chosen.
- B's must create a statue with their bodies and a facial expression that shows the adjective they have chosen.
- Ask A's to guess the adjective that B's are showing with their bodies.
- A's must now choose an adjective from the **inside** of their character and create a statue with their bodies and a facial expression that shows the adjective they have chosen.
- Ask B's to guess the adjective that A's are showing with their bodies.

Resources

Events and timeline identified and created in Lesson 1

Sir John Vanbrugh Information sheet

Completed Character Exploration templates from Lesson 1

Completed Character exploration templates from Lesson 1

Lesson 2: Meeting John Vanbrugh cont...



STATUES cont...

- Next explain that we are going to hear what John Vanbrugh is thinking at these moments in his life.
- Ask each student to think of one sentence that John Vanbrugh might say to describe how he is feeling at this moment and why, relating to the statues they have created.
- Taking one group at a time, ask them to first state the event in Vanbrugh's life they have worked on.
- Next, ask all students in that group to recreate their statues. Explain that you are going to tap each person in the group on the shoulder and when you do they must speak their sentence in role as John Vanbrugh.
- Ask them to remember their sentences as they will use it again later.

Table Activity 1 (20 mins) PAIRED HOT SEATING

- Hand out the Open-Ended Questions sheet, one to each pair.
- Give the students five minutes to write down three or four questions each that they would like to ask John Vanbrugh about the event in his life which they have been working on.
- In pairs, students take it in turns to play the role of John Vanbrugh with the other student interviewing Vanbrugh, using the questions that they have prepared. This will enable them to dig deeper into events, thoughts and feelings from the specific time in Vanbrugh's life.
- The interviewer might like to take notes on what they hear.

Open-Ended Questions (see Supporting Resources)

Plenary (20 mins)

Hand out paper or exercise books and pens and inform students that they are now going to capture Vanbrugh's words, thoughts and feelings in the form of a diary entry, detailing events which they have just shared with their partner. They must try to incorporate the sentence that they spoke during the statues exercise as well as what they heard from the interviews.

Exercise books/paper and pencils/pens.

Lesson 3: The Architect and the Design Process



Duration: 80 mins

Curriculum Links

History

- A study over time tracing how several aspects of national history are reflected in the locality.

Students will:

- Learn about significant historical people and buildings in students own locality.
- Understand John Vanbrugh's significance nationally and in students' own locality in the late 17th/early 18th Century.

Art & Design

- To create sketch books to record students' observations and use them to review and revisit ideas.
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].
- Learn about great artists, architects and designers in history.

Students will:

- Create sketches of your local Vanbrugh site, labelling specific features using descriptive language to ensure that all features are noted correctly.
- Select materials to create sculptures from a range of resources.
- Create sculptures, studying the work of Vanbrugh closely to ensure that his design choices are reflected in their own designs.

What you will need:

- Images of your local Vanbrugh site (See KS2 PowerPoint)
- Paper and pencils for sketching
- Masking tape, Sellotape, glue
- Range of resources for sculpting including:
 - Junk modelling e.g. boxes, cartons, kitchen rolls
 - K'Nex
 - Plasticine plus sculpting tools
 - Lego
 - 3D blocks

Lesson 3: The Architect and the Design Process cont...



Activity

Carpet Session 1 (15 mins)

- Recall the site visit and look once again at images of the site. Include your own images that you took on the day if you like.
- Ask students to identify key design elements that Vanbrugh incorporated. What are the main design features of the building? For example:
 - Symmetrical design
 - Grand entrance
 - Use of columns, domes etc.
 - Decorative features
 - Tall towers and archways
- Gather observations, labelling the image as you do so.
- Explain that students will now become architects and will be commissioned to create their own Vanbrugh-style building.
- Inform the class that Vanbrugh would most likely have started his process by sketching his design. Invite the class to move to tables to carry out this part of the design process.

Resources

Images of your local Vanbrugh site (See KS2 PowerPoint)

Table Activity 1 (15 mins)

- Invite students to move to tables. Leave the images of your local site visible on the IWB.
- In pairs, invite students to sketch some initial designs for a new Vanbrugh-style building. Encourage them to think about incorporating the 2D and 3D shapes that they identified from the worksheet that they completed during their site visit.
- Next, ask students to label key features to ensure they have correctly recorded important elements of the design.

Images of your local Vanbrugh site (See KS2 PowerPoint)



Activity

Resources

Carpet Session 2 (10 mins)

- Explain that Vanbrugh would have created a model of his design as the next stage in his process. He would have done this for the following reasons:
 - To test the design's structure
 - To present to the people who had commissioned the building and gather feedback and/or approval
 - To share with builders and ensure they knew what the building would look like
- Inform the class that Vanbrugh might have used a range of resources to create his models and that they are going to step into his shoes by creating their own models of their designs. You may want to ask them to just create the front facade and main entrance, or you may want to make this a longer session and get them to think about the whole building, depending on the time you have available.
- Show the range of materials students will have access to.

Range of resources for sculpting/model making

Table Activity 2 (30 mins)

- Encourage students to select resources from the selection you have provided.
- Allow time for students to work creatively to create their 3D models of the Vanbrugh site.

Masking tape,
Sellotape, glue

Range of resources for sculpting

Plenary (10 mins)

- Invite students to move around the class to view the designs that have been made.
- Ask students to sit by their designs then move around the class, spotlighting designs and asking questions about design choices.
- Encourage students to ask questions regarding designs that have particularly interested or inspired them.

Lesson 4: A Guide to your Heritage Site



Duration: 70 mins

Curriculum Links

History

- A study over time tracing how several aspects of national history are reflected in the locality.

Students will:

- Learn about significant historical people and buildings in their own locality.
- Understand John Vanbrugh's significance nationally and in their own locality in the late 17th/early 18th Century.

English: Composition

- Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.
- Organise paragraphs around a theme.
- In narratives, create settings.

Upper KS2

- Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
- In narratives, describe settings, and atmosphere.
- Use a wide range of devices to build cohesion within and across paragraphs.

Students will:

- Use and apply a variety of descriptive language tools to create a multisensory word bank, describing Vanbrugh's historical site.
- Use vocabulary from word banks to create a detailed description of the site. Grouping language to create descriptive passages.

What you will need:

- Images of local heritage site (see KS2 PowerPoint)
- Photos from your trip to the local site
- A3 World of the Site Mind Map Templates (see Supporting Resources)
- x5 coloured markers for each group (different colours)
- Paper and pens

Lesson 4: A Guide to your Heritage Site cont...



Activity

Carpet Session 1 (15 mins)

- Recall your recent trip to the heritage site. Show images from the site and photos taken.
- Ask the class to recall features of the building which they incorporated into their own designs in the last lesson. What are the features they remember seeing?
- Recall the fact that the site is a main tourist attraction and tell them that people from the site have asked for their help. They would like some new information guides for the site, guides that will persuade tourists to come by telling them how beautiful and interesting the site is.
- Show the World of the Site Mind Map template and explain that students will be using it as a tool to create a word bank. They will be working in groups as you guide them through the activity.

Table Activity 1 (20 mins)

- Invite students to move to tables for a mixed ability group activity.
- Give each group a World of the Site Mind Map Template and 5 different colour markers
- Taking each sense in turn, ask them to write down as many interesting things that they can think of. The rule is that everything they write down must have one adjective and one noun e.g. towering columns, rough stone walls, tuneful birds, delicious ice cream. They might also like to refer back to the exercise they completed on their worksheets from the site visit about what they could see, hear, smell and feel on the day of their visit.
- Capture some examples of descriptive language from students at each stage, adding these to your own template/class model.

Carpet Session 2 (10 mins)

- Gather the class together.
- Explain that the class are now going use the word banks to create their own guides to the property.
- Model grouping together language in each section to create detailed, descriptive paragraphs that guide the reader through what they might see, hear, smell, touch and taste.

Resources

Images of the Vanbrugh site (see KS2 PowerPoint)

Photos from your site visit

World of the Site Mind Map Template

X5 World of the Site Mind Map Template printed on A3 paper ideally

X5 different colour markers for each group



Activity

Resources

Table Activity 2 (15 mins)

- Invite students to return to their tables.
- Each student should write their own short guide, using the relevant section of the Mind Map to inform the reader about what they might either see, hear, smell, touch and taste.
- Allow time for students to group vocabulary, forming descriptive sentences and combining sentences to form detailed paragraphs.

Completed World of the Site Mind Maps
Paper/Exercise books and pens/pencils

Plenary (10 mins)

- Invite students to each read their guides to the site aloud or ask for volunteers if short of time.
- Encourage students to highlight descriptions they have heard that they find most powerful and that would encourage them to visit the site.

Completed guides

WHY NOT?: Combine outcomes from Lesson 2 and Lesson 4 to create a newspaper article featuring an interview with Vanbrugh that takes place at your local site.

Students can start the piece by describing the setting of the location, using all vocabulary from their World of the Site Word banks and then move on to describing Vanbrugh, using adjectives from the Character Exploration exercise. They can then complete the article by recalling and writing questions and answers from the Paired Hot-Seating activity.



Research Source: www.vanbrugh300.co.uk

The Amazing Life and Adventures of Sir John Vanbrugh

John Vanbrugh was a man who lived many lives. He was a soldier, a spy, a writer of funny plays, and later one of England's most famous architects. His life was full of danger, travel, and imagination.

John was born in London in 1664. His parents were Giles and Elizabeth Vanbrugh. John had fourteen brothers and sisters. When John was a baby, the Great Plague of London spread across the city, so his family moved to the safer city of Chester in the North West of England.

When John was just eighteen years old, he set off on a huge adventure. He joined the East India Company (a large company which traded things such as cotton, silk, sugar, salt, spices and tea between Britain and Asia) John sailed all the way to India on a ship called The Scipio.

After many months at sea, he arrived in the busy port city of Surat in India. John was amazed by what he saw. The city was full of traders from all over the world, beautiful gardens, and grand stone tombs. These sights stayed in his memory for the rest of his life.

However, John soon discovered that he did not enjoy being a merchant. He missed excitement and wanted to make his fortune, so he returned to England after only a few years.

Not long after returning, trouble started in England. Many people were unhappy with King James II of England, who they thought ruled unfairly. John supported a plan to replace him with William of Orange.

While travelling in Europe to meet with William of Orange, at the age of 24, John was arrested by the French and thrown into prison for four years as a suspected spy. He was even locked inside the Bastille for a time, a famous prison in Paris. John was very clever. He pretended that he supported King James II after all, and was finally set free in 1692.

John then became a soldier and fought bravely in the Battle of Camaret Bay against the French in 1694. He was praised for his courage and made a Captain in the Marines.

In his thirties, John discovered a new talent. He began writing plays for the theatre. His most famous plays were *The Relapse* (1696) and *The Provoked Wife* (1697). His comedies were full of jokes, clever words, and lively characters. People loved them, and John became famous. His plays also made people think about serious ideas, such as fairness and kindness, especially in families. He even built a theatre in London which opened in 1705 called the Queens Theatre.

Not everyone approved. The church complained that John's plays were too daring, and soon they were no longer performed and he lost popularity. So John tried something new once again.

John was invited to join the Kit-Cat Club. This was a club for writers, noblemen and politicians. The club was named after the meat pies which they ate when they met, called Kit-Cats. They were all people who believed that Parliament should have more power than the King and they met to share and support these ideas. They were known as Whigs.

As a result of making friends with influential and powerful people through the Kit-Cat club, John began designing buildings, even though he had never trained as an architect. His ideas were bold and imaginative. He loved buildings that looked powerful and dramatic, like castles.

One of his first great buildings was Castle Howard in North Yorkshire, built for a friend of his. It had tall towers, grand halls, and even a huge dome on the roof—the first ever on a house in England. People were astonished.

Later, John helped design Blenheim Palace in Oxfordshire, a giant palace built to celebrate a great military victory. Sadly, arguments broke out over the design of the building, and John was eventually told to leave his job. He was very upset, and he was never allowed to enter the palace again.

John designed or helped to design many other grand buildings across the UK, such as Seaton Delaval Hall in Northumberland, Grimsthorpe Castle in Lincolnshire, Kimbolton Castle in Cambridgeshire and Stowe House in Buckinghamshire.

John also loved to design the gardens of these great buildings. Instead of stiff, straight lines, he liked gardens that followed nature. He believed ruins, trees, and winding paths could make people stop, think, and imagine stories from the past.

John Vanbrugh died on 26 March 1726, (300 years ago), but his ideas live on. Today, people still visit the buildings he worked on and get to see and feel the power, drama, and imagination of a man who dared to try many different paths—and succeeded in ways no one expected.

And so, John's story reminds us of something important:

It is good to try new things. You never know what you might be brilliant at.

Character Exploration Template (Lesson 1 & 2)



Open ended questions (Lesson 2)



How did you feel when....?

Why did you....?

Explain to me how...?

What do you think about...?

What might...?

What do you think about...?

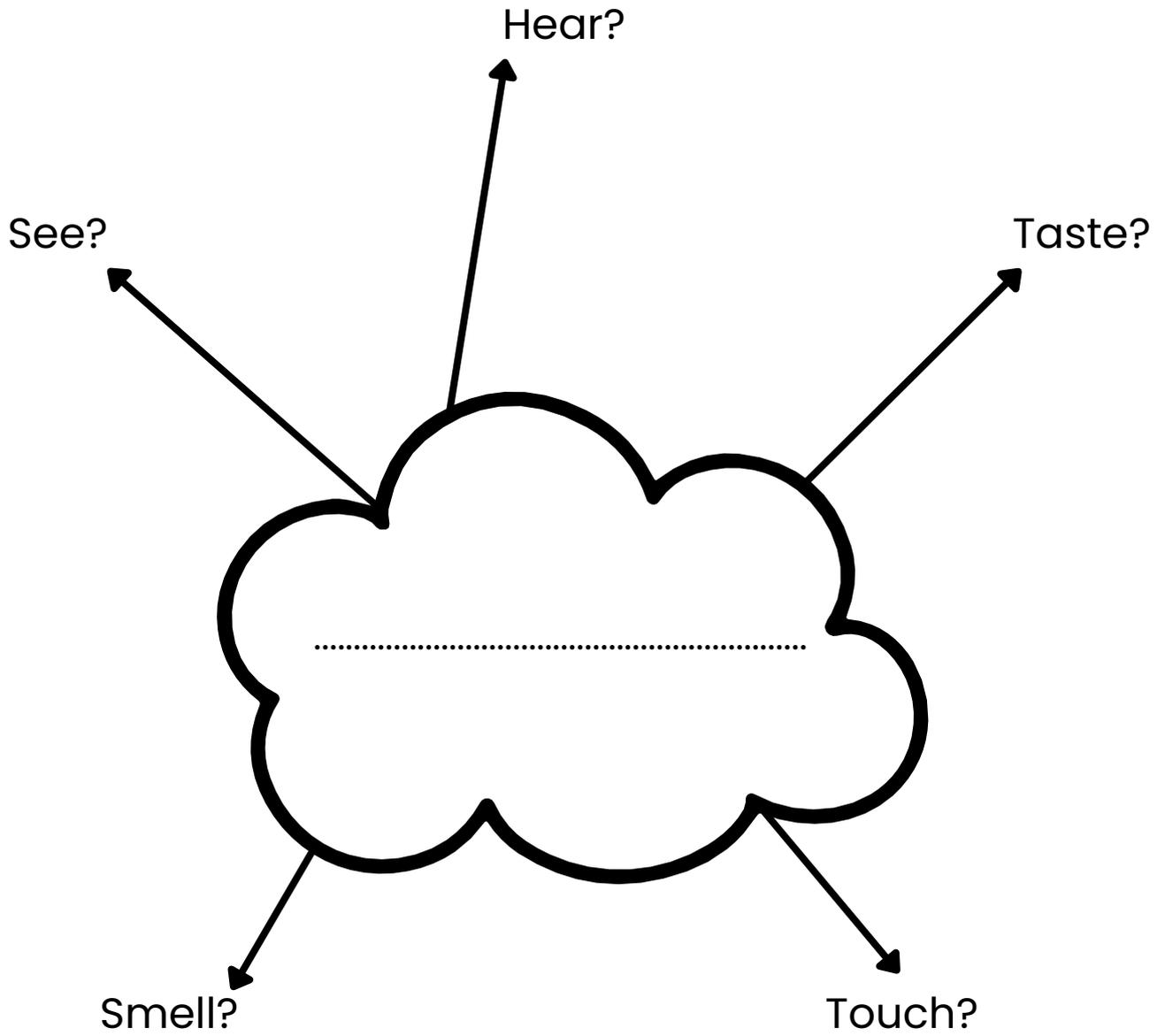
How do you feel about...?

Do you agree or disagree that...?

Have you ever...?

Would you ever... if...?

Why is... important to you?



SITE VISIT WORKSHEET KS₂

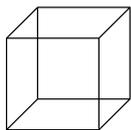


Name: _____

Site visited: _____

Welcome! John Vanbrugh was a famous architect who designed grand buildings with lots of interesting shapes. As you explore this heritage site, look carefully at the buildings, walls, roofs, towers and decorations. Can you spot these different 3D shapes? Remember, a 3D shape is solid – it has length, width and height.

1. Cube



Can you find a cube shape?

(Clue: look at stone blocks or decorative features.)

Write down where you saw it and draw it in the box.

2. Cuboid (Rectangular Prism)

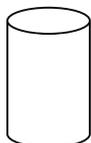


Can you find a cuboid shape?

(Clue: buildings, walls, windows or steps.)

Write down where you saw it and draw it in the box.

3. Cylinder

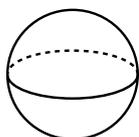


Can you find a cylinder shape?

(Clue: columns, towers, chimneys or pillars.)

Write down where you saw it and draw it in the box.

4. Sphere

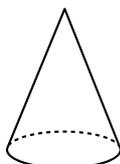


Can you find a sphere shape?

(Clue: stone balls, decorations or ornaments.)

Write down where you saw it and draw it in the box.

5. Cone



Can you find a cone shape?

(Clue: roofs, spires or pointed features.)

Write down where you saw it and draw it in the box.



Extra Challenge



Which 3D shape did you see the most today?

Did you spot any 3D shapes that weren't on the list?

Why do you think architects like John Vanbrugh used so many strong shapes in his buildings? What was he hoping to make people feel? What mood was he trying to create?

Visitors enjoy John Vanbrugh's buildings using all of their senses. As you walk around write down all the different things that you can see, hear, smell and feel using a word to describe each. For example, tall columns, rough stone walls, loud bells.



I can see



I can hear



I can smell



I can feel

Final task

If you were trying to persuade someone of your age to come and visit this site, what 3 interesting facts that you have learned today would you tell them?

1. -----

2. -----

3. -----

**Don't worry if you didn't manage to finish all the tasks.
You can finish them back at school. We hope you enjoyed your visit!**



Contact us
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