



HISTORY

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TEACHER'S GUIDE

HISTORY



TEACHER'S GUIDE

2

INTRODUCTION

Madame Tussauds' unrivalled craftsmanship, multi-sensory experiences and captivating storytelling is the only place in the world where pupils can stand alongside extraordinary, famous people at the centre of iconic moments throughout history. Place your pupils at the heart of the action to step inside the world of wax and beyond.

The Madame Tussauds History resources have been created in collaboration with teaching professionals to offer relevant and stimulating exercises that support key areas of the History curriculum, bringing the subject to life in novel and exciting ways and to provide schools with a unique insight behind the scenes at Madame Tussauds.

Face to Face with Marie Tussaud

The wax and design techniques you see on the figures today have a long standing history that you may not expect. It may be useful to give pupils a copy of the timeline to help set the historical context of the attraction.

1761

WHERE IT
BEGAN

Marie Grosholtz (later to become Madame Tussaud) was born in 1761 France, where her mother took a job as a housekeeper for the successful wax sculptor Dr Curtius. It was here that Marie learnt the art of wax sculpting from an early age. Demonstrating a natural flair for sculpture, Marie was soon sculpting her own figures of prominent people of the era.

1767

FIRST OF
ITS KIND

In 1767 Marie moved with her mother and Philippe Curtius to Paris where Curtius opened his first exhibition. At a time when visual media such as cinema and TV did not exist, people flocked to the exhibition to see for themselves what the famous people of the time looked like.

1780-87

ROYAL
ATTENTION

Marie's skills came to the attention of Louis XVI's sister and Marie was invited to live and work in the Palace of Versailles. Marie spent nine years at court and whilst there created figures of royalty such as Louis XVI and his family.



HISTORY

TEACHER'S GUIDE

3

INTRODUCTION

1794

DEATH MASKS &
IMPRISONMENT

After moving back to Paris, the French Revolution erupted and Marie was asked to make death masks of the prominent figures who were executed, including Louis XVI and his wife Marie Antoinette. Marie herself was imprisoned by the revolutionists, but narrowly escaped the fate of the guillotine! In 1794 Curtius died and Marie inherited the attraction.

1822

LOST
AT SEA

The attraction struggled in the economic decline following the revolution and Marie decided to take the wax figures to England where it was a great success. Marie and her husband, Francois Tussaud, toured the British Isles for years. In 1822, the ship carrying the figures was wrecked on a crossing to Ireland, but fortunately some of the figures were saved.

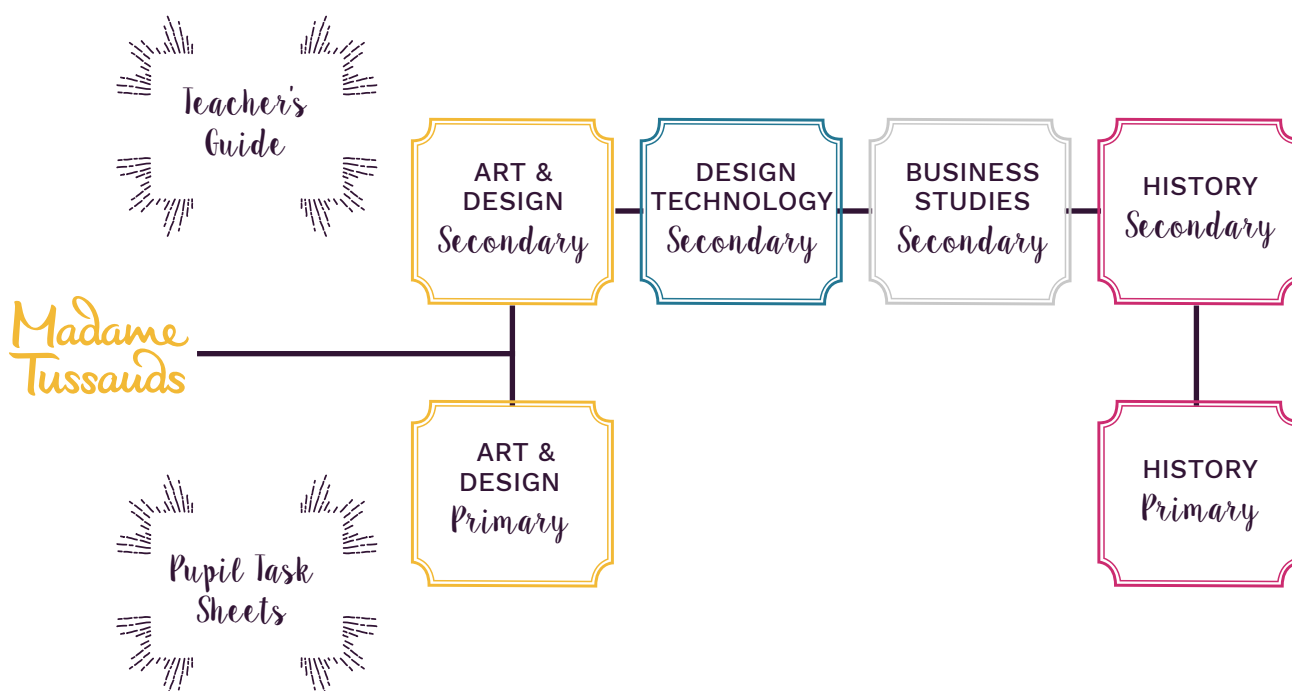
1850

SETTLED
AT LAST

At the age of 74, Marie Tussaud decided to settle the attraction permanently at the Baker Street Bazaar, very close to the present site. Marie continued to work at the attraction until her death in 1850. Her sons and grandsons continued the business and in 1884 decided to move the attraction to its present site and the Madame Tussauds we know today.

At a Glance

The History resource pack includes this Teacher's Guide and supporting Pupil Task Sheets. There are also a number of other materials available from Madame Tussauds:





HISTORY

TEACHER'S GUIDE

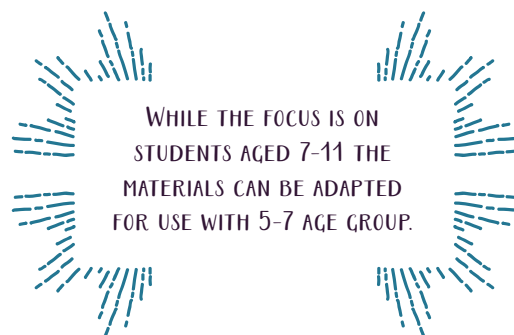
4

INTRODUCTION

Using the resources

This document, along with the Pupil Task Sheets are designed to support the delivery of learning activities and can be used flexibly so that you can select the topics and exercises that suit your pupils' needs best. The learning activities have been designed as a comprehensive set, however they can be used or adapted at the teacher's discretion.

The materials take the following structure so as to provide stimulating work to complete before, during and after a visit to the attraction:



1. BEFORE

Forms the introduction to the lesson and provides students with the background and context required to continue with during and after the activities.

2. DURING

Allows pupils to engage and interact with the relevant areas of Madame Tussauds, collecting additional information to support progression to activities on return to the classroom.

3. AFTER

Aims to consolidate and build on the learning from the previous activities to provide a conclusive round up.

4. MORE FUN AT HOME

These activities are optional but provide activities pupils may undertake outside of the classroom to further their interest and exploration of an area of study.



Curriculum links

Key Stage	Subject	Curriculum Links
KS1	History	<ul style="list-style-type: none"> • Develop an awareness of the past. • Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. • Understand events beyond living memory that are significant nationally or globally. • Develop an understanding of the lives of significant individuals in the past who have contributed to national and international achievements. • Understand significant historical events, people and places in their own locality.
KS2	History	<ul style="list-style-type: none"> • Develop a chronologically secure knowledge and understanding of British, local and world history. • Note connections, contrasts and trends over time and develop the appropriate use of historical terms. • Understand an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.
KS1/2	Art & Design	<ul style="list-style-type: none"> • Improve awareness of great artists, architects and designers in history.
KS1/2	English	<ul style="list-style-type: none"> • Ask relevant questions to extend their understanding and knowledge. • Write narratives about personal experiences and those of others (real and fictional). • Speak audibly and fluently with an increasing command of Standard English. • Participate in discussions, presentations, performances, role play, improvisations and debates. • Retrieve, record and present information from non-fiction. • Draft and write by creating and describing settings, characters, atmosphere and plot in non-narrative material, draft and write by using organisational devices [for example, headings, sub-headings etc]. • Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.



HISTORY

TEACHER'S GUIDE



INTRODUCTION

Learning Objectives

Outlined in the table below is a summary of the learning objectives and details of any additional resources that may be required.

Activity	Learning Objectives	Resources Required
Before	<p>Pupils should learn:</p> <ul style="list-style-type: none"> About the life of a significant individual. To order events chronologically. To create a timeline and plot events on this. To read, retrieve and present information from non-fiction texts. 	<ul style="list-style-type: none"> Pupil Task Sheets 1-3 Paper or exercise books Pencils Scissors Glue Names of wax figures and reasons why they were well known to be displayed if required
During	<p>Pupils should learn:</p> <ul style="list-style-type: none"> To record from experience and first-hand observation. To collect visual and written information. About a range of significant historical individuals. To order historical people and events chronologically. About significant individuals and life in Victorian London. About a range of events and individuals in London's history. 	<ul style="list-style-type: none"> Pupil Task Sheets 4-8 Pencils
After	<p>Pupils should learn:</p> <ul style="list-style-type: none"> To order historical people and events chronologically. To carry out research from non-fiction texts and the internet. To present findings from research orally. To present findings from research in poster format for a given audience. To plan and make a board game using given criteria. To plan and write a story with a historic setting. To produce a non-fiction text (fact-file or biographical report). About one or more significant individuals in Britain's history. 	<ul style="list-style-type: none"> Pupil Task Sheets 9-10 Internet access Non-fiction books Paper or exercise books Large card or paper for posters and board games Scissors Glue Coloured pens and pencils Additional resources may be required for board games – dependent upon the designs pupils come up with



PLANNING A VISIT

We would like to provide you with all the information you need to ensure you and your **Very Important Pupils – VIPs** – have a memorable and inspiring experience!

All the information you need can be found at: [madametussauds.com/education](https://www.madametussauds.com/education)

This includes:

- Risk Assessment
- FAQ
- Booking form

Madame Tussauds welcomes all visitors, if you have any concerns about pupils with SEN or require any further information please do not hesitate to contact **0871 222 0177***

Alternatively, send us an email to SchoolTrips@madame-tussauds.com

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HISTORY

TEACHER'S GUIDE

8

BEFORE YOUR VISIT

Activity 1 (Worksheet 1-2)

In this activity pupils will be introduced to Marie Tussaud and the background behind the attraction at its current site on Marylebone Road.

Begin by asking pupils if they have visited Madame Tussauds in London or somewhere else in the world. Ask pupils to share what they know about the attraction. Explain that the attraction has changed a lot over the years and it would not exist if it were not for one woman – Marie Tussaud.

Explain to pupils that in this activity they will learn about Marie Tussaud and how the attraction was established. Pupils will need to cut out and read the fact cards and arrange them in chronological order. Pupils can then move onto one of the following activities:

- Stick the cards in chronological order
- Stick the cards along a timeline dating from 1760 to the current day with landmark dates marked
- Prepare a timeline themselves to stick and label cards on

Activity 2 (Worksheet 1)

In this activity pupils will use what they have found out in Activity 1 about Marie Tussaud.

Begin by asking pupils to recall facts they learnt about Marie Tussaud in Activity 1.

Explain that in this activity pupils are going to create a passport style fact-file about Marie Tussaud. Look at the activity and the information which pupils need to include. Discuss additional information the pupils might wish to add. Older pupils may wish to carry out additional research using the internet to add to their findings from Activity 1. Discuss how pupils could lay out and present their work.

At the end of the session, discuss the following with the pupils:

- Do they think it was normal in late 1700s France for a teenage girl to become an artist for a living?
- What might other girls of that age have been doing?
- Move on to discuss Marie's move to Britain in 1802 and her decision to set up an exhibition? Discuss the role of women in Britain at this time.





Activity 3 (Worksheet 3)

In this activity pupils will be introduced to some of the historical wax figures they will see on a visit to Madame Tussauds.

Explain to pupils that they are going to see a selection of some of the wax figures on display in the attraction and their job is to see if they can work out who's who and what they are well known for.

Figures include:

- William Shakespeare (playwright)
- Vincent Van Gogh (artist)
- Henry VIII (King during Tudor era)
- Sir Francis Drake (explorer)
- Mary Queen of Scots (Queen who spent 19 years in prison)
- Queen Victoria (Queen during the Industrial Revolution)
- Sir Isaac Newton (scientist who defined the laws of gravity)
- Nelson Mandela (President and leader in the fight against racial prejudice in South Africa)

Teachers could display a list of figures and a separate list of reasons why they are well known for pupils to choose from, but may wish to see what pupils can work out for themselves to begin.





DURING YOUR VISIT

The following activities are designed to be carried out on a visit to Madame Tussauds.

Activity 1 (Worksheet 4)

Pupils should complete this activity in the **Royals** area at Madame Tussauds.

Activity 2 (Worksheet 5)

Pupils should complete this activity in the **Culture** area at Madame Tussauds.

Activity 3 (Worksheet 6)

Pupils should complete this activity in the **World Leaders** area at Madame Tussauds.

Activity 4 (Worksheet 7)

It is advisable that pupils have read about this mission prior to entering **The Sherlock Holmes Experience**. Please note that pupils will not have time to complete the task during the experience but should observe and listen carefully to collect ideas.

This activity will be especially beneficial for pupils completing the Sherlock Holmes related activities after the visit.

Activity 5 (Worksheet 7)

This activity should be completed in **Behind the Scenes**. Please note that this area contains the oldest wax figure on display in the attraction, made by Dr Curtius, Marie's mentor, along with figures created by Marie Tussaud herself.

Activity 6 (Worksheet 8)

It is advisable that pupils have read about this mission prior to entering **The Spirit of London**. They will need to add given events onto a timeline of London once they have completed the experience so they should observe and listen carefully during the experience.





HISTORY

TEACHER'S GUIDE



AFTER YOUR VISIT

Activity 1 (Worksheet 9)

In this activity pupils will revisit their **Spirit of London** experience, if they have visited the attraction and will learn more about the chronological history of London, since Elizabeth I.

Begin by asking pupils to recall individuals and events from **The Spirit of London** experience and try to come up with a chronological list. For pupils who have not visited the experience, they can be provided with the list during their visit – Activity 6, in the pupils' worksheets to order chronologically, using internet access to help.

Explain that pupils will now create a visual timeline of London in the form of a storyboard which tells the story of London's history. Pupils will need ten boxes in which to illustrate each event and add a title/label to each.



Activity 2 (Worksheet 9)

In this activity pupils will learn in more depth about a significant individual or event in Britain and London's history and will learn about other significant individuals and events through their peers.

Divide the historical events from **The Spirit of London** experience among pupils so that all events are covered or let pupils choose one they are most interested in learning more about. Pupils complete individual or group research to learn more about this event for the purpose of teaching their peers. Two methods of presenting findings are listed in the pupils' activities, but teachers should choose a method most appropriate for their class.

Activity 3 (Worksheet 9)

In this activity pupils will use their knowledge about life in Victorian times in addition to their interaction with **The Sherlock Holmes Experience** to plan and create a board game.

Go through the task and the items for pupils to think about and possibly include. Pupils who have visited the attraction can use the notes they made during their visit – Activity 4, to help set the scene for their game and pupils who are studying, or who have studied the Victorians, can draw on this knowledge.

Activity 4 (Worksheet 10)

In this activity pupils will plan and write their own mystery stories with a historical setting.

Pupils who have completed Activity 3 can use many of their ideas to create characters and settings for their story. Pupils should undertake activities which involve them discussing and sharing ideas and drawing up a solid story plan (using a method the pupils are familiar with) before they begin writing their story. Teachers may wish pupils to redraft and produce a final draft of their story for other pupils to read in class, or to contribute to the school library.



MORE FUN AT HOME

In this activity pupils will explore in greater detail the life of a significant historical figure.

Ask pupils to recall as many of the historical figures they saw on their visit to the attraction and ask them to select one they would like to find out more about. For pupils who have not visited the attraction, provide them with the following list from which to choose: Queen Victoria, Charles Dickens, Isambard Kingdom Brunel, William Shakespeare, Albert Einstein, Isaac Newton, Henry VIII, Charles I, Elizabeth I, Mary Queen of Scots and Sir Francis Drake.

Pupils will need access to the internet to research their chosen person. Pupils are then provided with a list of possible ways to present their work. Teachers should use their judgement to select the method which is most appropriate for their class, or let pupils select for themselves.

Pupils can refresh their memories by visiting the Madame Tussauds
www.madametussauds.co.uk



Tell us what you think

We'd love to hear what you think about your experience and how we can make it even better for schools, please take a few moments to answer our survey at madametussauds.com/teacherfeedback

