

# Characters of Richard III - Instructions

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This resource comprises of a number of simple character cards, based on the Richard III story. The cards include an image and a brief description of this character's involvement in the story. These can be used in a number of ways to develop an understanding of the historical chronology.

## Learning Outcomes

- Pupils will develop an understanding of the Richard III chronology through the links between individual characters' narratives.
- Pupils will gain different perspectives and attitudes towards medieval society and historic events according to differing social statuses.
- Pupils will begin to recognise contradictions of history which result from different viewpoints.

## National Curriculum Links

### History

- Learn the coherent, chronological narrative of the history of Richard III.
- Gain a grounded understanding of abstract terms in context.
- Develop an understanding of key historical concepts; cause and consequence, conflicting perspectives and an introduction to evidence.
- A significant local history study.

### English

- Using discussion to learn; elaborating on ideas and understanding of abstract concepts.
- Development of reading comprehension and vocabulary through discussing historical stories and narratives.

### Citizenship

- Gain an insight into the development of the political system in the United Kingdom, including the role of citizens, Parliament and the monarch.

## Activity Plan

We recommend downloading and printing the **'Characters of Richard III – Cards'** in colour, double sided onto thin card. These can then be cut out into cards for the games overleaf.

We have suggested a couple of games to play with these cards, but you may find your own ways of using them which are much more creative!

## Become a Character Game

There are 36 individual character cards. These cards are divided by colours into 9 groups. Remember to shuffle the cards up before handing them out. Each pupil is given a character card.

The pupil should learn their character's name and try to remember their description. They must then find another pupil who has the same colour card and introduce themselves as their character.

The two must then find the other pair of the same colour, but introduce their partner's character. The group should then decide what they all have in common, for example, the group including Richard III, Henry VII, Edward IV and Edward V are all Kings of England; the group including John Ashdown-Hill, Charles Ross, John Rous and Shakespeare have all written about Richard III.

After the groups have spent a few minutes discussing the above, each groups should introduce themselves to the class.

The activity can be extended by finding relationships between the groups. The relationships can be family, status or events and should develop discussion about the various roles of individuals within medieval society. For example, Cecily Neville has a connection to Richard III and Edward IV because she is their mother; Ian McKellen and Kevin Spacey have a connection to Shakespeare because they play characters in his play 'Richard III'; Richard Buckley has a connection to Brother Matthew because they have both spent time in the area of the Greyfriars, and so on.

## Guess Who Game

This game can be played in pairs, groups or as a class. Each pupil is given a character card and should exchange cards with others after each round.

The pupils should ask yes or no questions to their partners to find out who the character is.

Pupils should be encouraged to think about different social roles within the medieval period by relating them to current society. This activity can be extended by switching characters amongst the pupils and discussing which characters were easiest to identify and why.

This activity would be best undertaken after pupils had a chance to play with the cards and become familiar with the characters.