



Teachers Information Pack

Thank you for your interest in bringing your group to visit the King Richard III Visitor Centre.

This pack has been developed to help you get the most out of your visit. Where possible, we recommend that this pack is made available to all teachers who will be present on your visit.

We look forward to welcoming your group to the Centre.

Contact the Learning team on 0116 229 4132 or learning@leicester.gov.uk

Contents

General Information	2
Exhibition Information	3
Risk Assessment	7
Floor Plans (showing fire exits)	10

General Information

To book your visit, please complete the [Museum Learning Enquiry Form](#).

Once you have a booking with us, you can book a free familiarisation visit. This is free for the teachers who will be leading your group on the day of your visit. Please contact us on 0116 229 4132 or learning@leicester.gov.uk to book your free familiarisation visit. If you are unable to attend a familiarisation visit, we recommend that you examine our risk assessment and floor plan carefully and acquaint yourself with the fire exits.

Please note that if you wish to visit **Leicester Cathedral** as part of your day, you must book in advance. We can arrange this with the Cathedral on your behalf.

Lunch arrangements

If you haven't already made lunch arrangements, the King Richard III Visitor Centre does have a room which can be booked by schools. Please check lunchroom availability with us when you make your booking.

Discovery Packs

We provide 'Discovery Packs' for school children to use during their visit. These are one double-sided sheet of A4. These will be ready for you to pick up and use when you arrive, along with clipboards and pencils. You can see a preview on our website on the [Planning your visit](#) page.

Facilities

The Visitor Centre's toilets are located at the back of the building.

Ground floor:

Female WC (three cubicles), one self-contained unisex toilet, one self-contained accessible toilet

First floor:

Male WC (one cubicle and three urinals)

These toilets are also used by the general public. You are welcome to make use of the unisex and accessible toilets for boys, so that all children can use the toilets on the ground floor.

The visitor centre can provide storage for coats and bags whilst your group visit the exhibition. Please let us know if these need to be kept in a secure area.

What to expect on arrival

We will meet your group at the coach drop-off point on Southgates and escort you to the Visitor Centre entrance. Please be ready to confirm the total amount of children and adults in the group. If you are being invoiced after your visit, these are the numbers which we will use to raise the invoice. If you are paying on arrival, please ensure that you allow an extra five minutes for the process of payment.

A member of our staff will spend a few minutes introducing you to the site and the exhibition. Children will then enter the exhibition a class at a time, to prevent overcrowding.

Feedback

We would love to hear about your experiences at the King Richard III Visitor Centre and would welcome any feedback you can provide. Please collect one of our school visit feedback forms from the Admissions desk when you arrive. Your feedback is really valuable and helps shape our learning offer.

Gift shop

Space in our gift shop is limited, so we encourage you to visit in small groups.

Ground rules

Please do not eat or drink in the exhibition.

Photography is fine, we ask that you turn the flash off

Exhibition Information

Gallery 1 – ground floor

In this room you will learn about the Wars of the Roses, the historical period when the Yorkists and Lancastrians were fighting for the throne of England. There are replica weapons mounted on the walls, a large family tree and a timeline of key events.

Gallery 1 – ground floor

In the first part of the exhibition, you will meet 5 people who knew Richard in his lifetime;

- Richard's mother, **Cecily Neville**, who tells you a little bit about what life was like for Richard when he was growing up.
- Richard's cousin and guardian the **Earl of Warwick**, (Warwick the Kingmaker), whose house Richard went to live at when he was a bit older.
- **Vincent Tetulior** who made Richard's suit of armour, he tells you what Richard was like as a soldier.
- **Anne Neville** who was Richard's wife and also daughter of the Earl of Warwick.
- **King Edward IV**, who was Richard's older brother and was the King before him.

Each of these people will tell you a bit about Richard.

The throne is a replica of what the medieval throne of England looked like, with a replica Stone of Scone underneath.

The map on the right of the throne shows all the battles of the War of the Roses.

The family tree on the left of the throne shows the two Houses of York and Lancaster and their common ancestors, King Edward III and Queen Philippa.

Gallery 2 – ground floor

The timeline explains the events following the **death of Edward IV** and how Richard became king.

The Princes in the Tower – the fate of Edward IV's young sons is explored in an interactive game. This can become busy, so it might be worth encouraging pupils to re-visit this later.

Richard's table of achievements gives more information about what he managed to achieve in his short reign.

- Richard passed laws ensuring people had a fair trial when they went to court, even if they were poor. He set standards to make juries fairer and prevented the accused from having their property seized before they were proved guilty
- Richard made sure that all books and laws were written in English, not French or Latin, so more of the common people could read them.
- Richard made sure all weights and measures were the same so people didn't get cheated when trading
- Previous monarchs had 'encouraged' wealthy subjects to give money to the crown to fund expenditure on wars or other expensive undertakings. Richard stopped asking people to give money to the throne, and started a system of loans instead.

Lord Stanley's involvement in the battle of Bosworth was decisive, the swinging sword shows how Stanley's allegiance shifted between King Richard and Henry Tudor.

The **heraldry** doors contain information about the main people involved in the battle of Bosworth and gives more information about medieval warfare.

The three films give an impression of the **battle of Bosworth**, beginning with the battle itself, followed on the next screen by **Richard's last stand**, then the **burial at Grey Friars**, after Richard's body had been carried back to Leicester

The corner display gives quotes from contemporary descriptions of the battle and Richard's last moments. All contemporary sources agree that Richard fought bravely to the end.

When you leave this part of the exhibition, continue upstairs to find out the rest of the story. Toilets are located here, girls on the ground floor, boys are up the first flight of stairs.

Gallery 3 – first floor

The portrayal of Richard III through history has been largely influenced by **Shakespeare's play**. In the play, Richard is shown as a villain, twisted and deformed and guilty of murder; others have suggested that he was a good and loyal king, and that he has been subject to slander and propaganda by the Tudor court.

Richard's disability has been revealed now his remains have been found. Medieval attitudes to disability are very different to our attitudes today, we know that someone's body shape does not reflect their character. Other successful people with similar disabilities show that Richard's scoliosis may not have been the terrible impediment that Shakespeare described.

The **glass balcony** allows you to see Leicester Cathedral to your right, this is where Richard will be reburied in March 2015. You can also see the remainder of the Social Services car park, where the dig took place and the grave site, (the gold roofed building on the other side of the stone wall). There should be no more than 6 people on the balcony at any one time, visitor centre staff will help monitor this.

The **virtual window scene** shows what the view from this window would have been at several different points in history, from the burial of Richard III in August 1485, through to the 2013 Greyfriars dig, this display helps show how this part of Leicester has changed over the years.

The virtual reconstruction of the **Grey Friars** buildings shows what a typical medieval Franciscan friary would have looked like, with the church on one side oriented east to west. The virtual flythrough shows the interior of the church with Richard's tomb in the choir area, with the head pointing west.

The **Dig Diary** takes you day by day through the excavation of the Grey Friars site and the interactive screens in this area have interviews with the main people involved, (including Philippa Langley, Richard Buckley, John Ashdown-Hill, Matthew Morris and others).

Gallery 4 – first floor

The archaeological game contains actual finds from the dig, mostly medieval pottery, and shows the different layers in the ground that the team had to dig through to find the grave.

The **suit of armour** is an example of what Richard might have worn at the Battle of Bosworth. Battle armour weighed in at about 15-25kg, and allowed for very good movement, as it is constructed from many overlapping plates. The plates on this suit are numbered to help you identify the parts and find out more about each piece from the display.

The **medieval weapons** which probably killed Richard in the battle are shown here with information about how they would have been used on the battlefield.

A 3-d model of Richard's **spine**, fully articulated, shows the extent of the curvature caused by his scoliosis.

Carbon 14 dating was used to date the human remains found in trench 1. There is an interactive screen-based activity to find out more about carbon dating.

DNA testing was used to link Richard with the direct descendant of his sister, Anne of York. The family tree shows the line of descent from Anne down to Michael Ibsen, and another descendant, Wendy Duldig. There is an interactive screen based activity to find out more about matching DNA samples.

The **skeleton** is a 3-d print of Richard's remains. The remains were scanned and the printed replica was constructed using this data. The skeleton shows the wounds Richard sustained in battle, and the distinctive curvature of the spine. Press the buttons at the base of the skeleton to find out more about the wounds.

The **reconstructed head** is shown, as well as a partly reconstructed head to illustrate the different layers of muscle and skin. There is an interactive screen based activity to show how the reconstruction process works.

At the end of the story of the discovery and identification of Richard's remains is the **press conference** in which the results were announced to the world. You can see all the main participants in the process, including the scientific experts from the University of Leicester, and people's reactions to the news.

When you leave this section of the exhibition, continue down the wooden staircase for the final part of the story.

Gallery 5 – ground floor

The music playing in this glass corridor is **plain song**, religious chants often performed by choirs in western churches. The embroidered funeral pall, (black velvet cloth that is traditionally draped over a coffin), that was used at Richard III's reinterment is on display here, along with the replica crown.

This space is a useful point for a pause or regroup, before moving into the grave site. For large groups, this is also a useful area to wait, whilst smaller groups of pupils take it in turns to visit the grave site.

Gallery 6 – ground floor

The **grave site** contains the preserved section of trench 1 where the archaeological team found Richard's remains. Specialist lighting allows you to see how the skeletal remains were arranged and surviving medieval tiles from the church show what the floor level would have been at the time.

Look through the small window on the left hand side to see the newer section of tarmac in the car park, showing where trench 2 was excavated.

The inscription on the wall is from Richard's own **Book of Hours**. Find out more about this from the small gold panels outside the entrance to the space. The room has been kept deliberately quiet with minimal interpretation to provide a contemplative space for visitors.

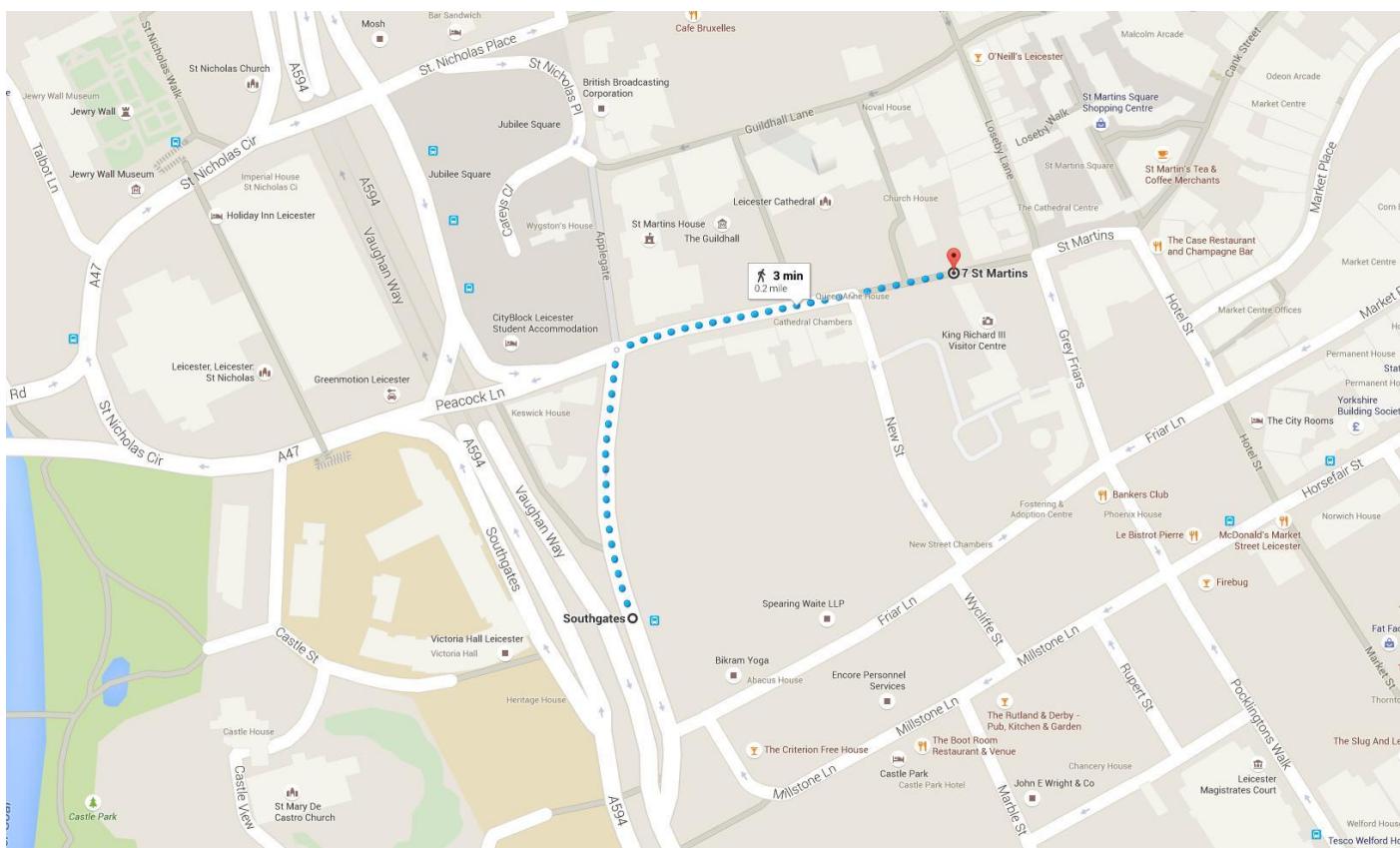
Travel Information

King Richard III Visitor Centre
4A St. Martin's,
Leicester,
LE1 5DB

By Coach

The closest drop off point for coaches is at Southgates. There is on-street parking for coaches available in the city centre, please ask our Bookings Coordinator if you require this for your coach.

The King Richard III Visitor Centre is less than 5-minute walk from the coach drop off point. A member of our staff will meet you at the drop off point and lead you the short distance to the Visitor Centre.



By Minibus

Please contact us on **0116 229 4132** or learning@leicester.gov.uk for up-to-date information on minibus parking in the city.

Late Arrival

If you expect that you will be late, please let us know as soon as possible by phoning us on **07534 525044**

Site / Premises: King Richard III Visitor Centre		Assessment Carried Out By Name: Rachel Ayrton Signature: R Ayrton			Assessment Serial Number:					
Department: Learning team					Date Carried Out or Reviewed	Date for Next Review	Reviewed By (Name)			
Activity / Process: School visits		Responsible Manager / Team Leader Name: Phil Hackett Signature: P Hackett			Jan 2026	Jan 2027	Rachel Ayrton			

Risk Rating.

The Risk Rating process is provided for guidance only. It is the risk assessors' evaluation of the risks that is important, and this may differ from the result indicated by the risk rating matrix. Even after taking the risk rating into consideration, managers still have a duty to ensure that sufficient and adequate control measures are in place to ensure that any remaining risks are kept as low as is reasonably practicable.

What are the Hazards? (What can go wrong)	Who might be Harmed & how?	Existing Control Measures (What are you already doing to manage the hazards/risks?)	Risk Rating with controls in place			Additional Controls Required (Where the existing controls are insufficient to reduce the risk to an acceptable level) Use the scoring table below to assist in planning actions.	Action By Who?	Action By When?	Additional Action Completed (Initials)
			Likelihood	Impact/Severity	Risk Rating Score				
Traffic Hazard on walking route from coach drop off point	School groups, coach groups – individuals could be involved in road traffic accidents.	All school groups are met by a KRIII Staff member, and escorted to the site (unless requested otherwise) School groups have a recommended ratio of adults to children, this is checked on booking to ensure the children are adequately supervised.	2	3	6				
Slips/trips & falls	General visitors to KRIII, school groups	We supply a floor plan of the site to school on booking, so that accompanying adults are familiar with the route around the gallery. We offer teacher/group familiarisation pre-visits to allow leaders/teachers knowledge to complete their own risk assessment – relevant to their specific group.	3	2	6				

		<p>Matts are in place at entrance exit doors to ensure wet floors are kept to a minimum during wet weather</p> <p>All floor areas are kept free from obstructions, and checked on a regular basis by staff members</p> <p>Any spillages are dealt with as soon as possible</p>				<p>During extreme weather this is monitored, and additional mats/mopping up of water would take place.</p>	CSA's & all staff	As required	
Darkened gallery/disorientation in unfamiliar site	School Children/ young individuals	<p>We supply a floor plan of the site to school on booking, so that accompanying adults are familiar with the route around the gallery.</p> <p>We offer teacher/group familiarisation pre-visits to allow leaders/teachers knowledge to complete their own risk assessment – relevant to their specific group needs.</p> <p>Individual group members are supplied with floor plans on entry to the exhibition.</p> <p>All staff are aware of 'Lost child Policy' and would adhere to guidelines in the event of a lost child.</p>	3	2	6				
Children/ Visitors running into glass doors – risk of injury/bumps	School Children & general visitors	<p>Glass doors and panels are marked with gold crown motifs at two levels to increase visibility.</p> <p>School groups are given introduction to site and advised not to run around inside the galleries & courtyard areas.</p>	3	2	6	Groups are monitored, and teachers reminded, if necessary, to reiterate message to children.	CSA's & all staff	Every visit	
Glass balcony being overloaded. Max capacity 400kg (approx. 6 adults/12 children)	Children and general visitors injured	<p>Volunteers are stationed in this area, and the small space automatically limits number.</p> <p>CSAs monitor galleries on a regular basis</p>	1	3		Groups are monitored and will be asked to stagger entry to spaces if required.	CSAs & all staff	Every visit	
Pinch points & bottle necks in galleries,	School Children &	Visitor numbers controlled at entry to avoid large crowds moving through at same time.	1	2	2	Groups are monitored and will be asked to stagger entry to spaces if required.	CSA's & all staff	Every visit	

could lead to crushing and falls.	general visitors	Groups are advised to stagger entry to exhibition. Guided tours are limited to 15 per group Teachers are given floor plan on booking. Staff trained and familiar with fire evac plans – multiple exits routes through courtyard/galleries.								
-----------------------------------	------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--	--	--	--	--	--

Scoring Table

LEVEL OF RISK		OVERALL RATING		HOW THE RISK SHOULD BE TACKLED/MANAGED			
HIGH RISK		15-25		Immediate Management Action			
MEDIUM RISK		9-12		Plan for Change			
LOW RISK		1-8		Continue to Manage			
1. Likelihood (A)	5 Almost Certain	5	10	15	20	25	
	4 Probable/ Likely	4	8	12	16	20	
	3 Possible	3	6	9	12	15	
	2 Unlikely	2	4	6	8	10	
	1 Very Unlikely/ Rare	1	2	3	4	5	
		1 Insignificant/ Negligible	2 Minor	3 Moderate	4 Major	5 Critical/Catastrophic	

Impact/Severity (B)

Risk Score

Risk Scoring Guide

Consider the potential harm or injury that could result from the identified hazard if an accident or incident were to occur, based on the table below.			
Impact/Severity Criteria (B)	IMPACT	SCORE	HEALTH & SAFETY EFFECT
Critical/ Catastrophic	5	5	Multiple deaths of employees, service users, members of the public, etc.
Major	4	4	Death or life changing injury to an employee, service user, member of the public, etc.
Moderate	3	3	Serious injury (acute/chronic) to employee, service user or member of the public where hospital treatment is required.
Minor	2	2	Minor injury such as a bump or bruise that may require First Aid treatment and the person returns to work.
Insignificant / Negligible	1	1	No obvious harm/injury. Near miss/observed hazard having the potential to cause harm.

Now consider the likelihood of that harm or injury being realised based on the expected frequencies in the table below.

 LIKELIHOOD  SCORE  EXPECTED FREQUENCY

To calculate the Risk Score in the Risk Assessment Register above, simply multiply the Impact by the Likelihood to identify the level of risk as per the table above.

		Almost Certain	5	Reasonable to expect that the event WILL undoubtedly happen/recur, possibly frequently and is probable in the current year. The event is expected to occur.
		Probable/ Likely	4	Event is MORE THAN LIKELY to occur. Will probably happen/recur, but it is not a persisting issue. Will possibly happen in the current year and be likely in the longer term. There is a significant chance of event occurring.
		Possible	3	FAIR LIKELIHOOD of event occurring. Not likely in the current year, but reasonably likely in the medium/long term. Realistic chance of event occurring
		Unlikely	2	Event NOT EXPECTED . Do not expect it to happen/recur. Unlikely to happen in the current year, but possible in the longer term. Could occur in certain circumstances (unlikely chance)
		Very Unlikely /Rare	1	EXCEPTIONAL event. This will probably never happen/recur. A barely feasible event. This will occur in rare circumstances.

Floor Plans (showing fire exits)

Ground Floor



First Floor

