

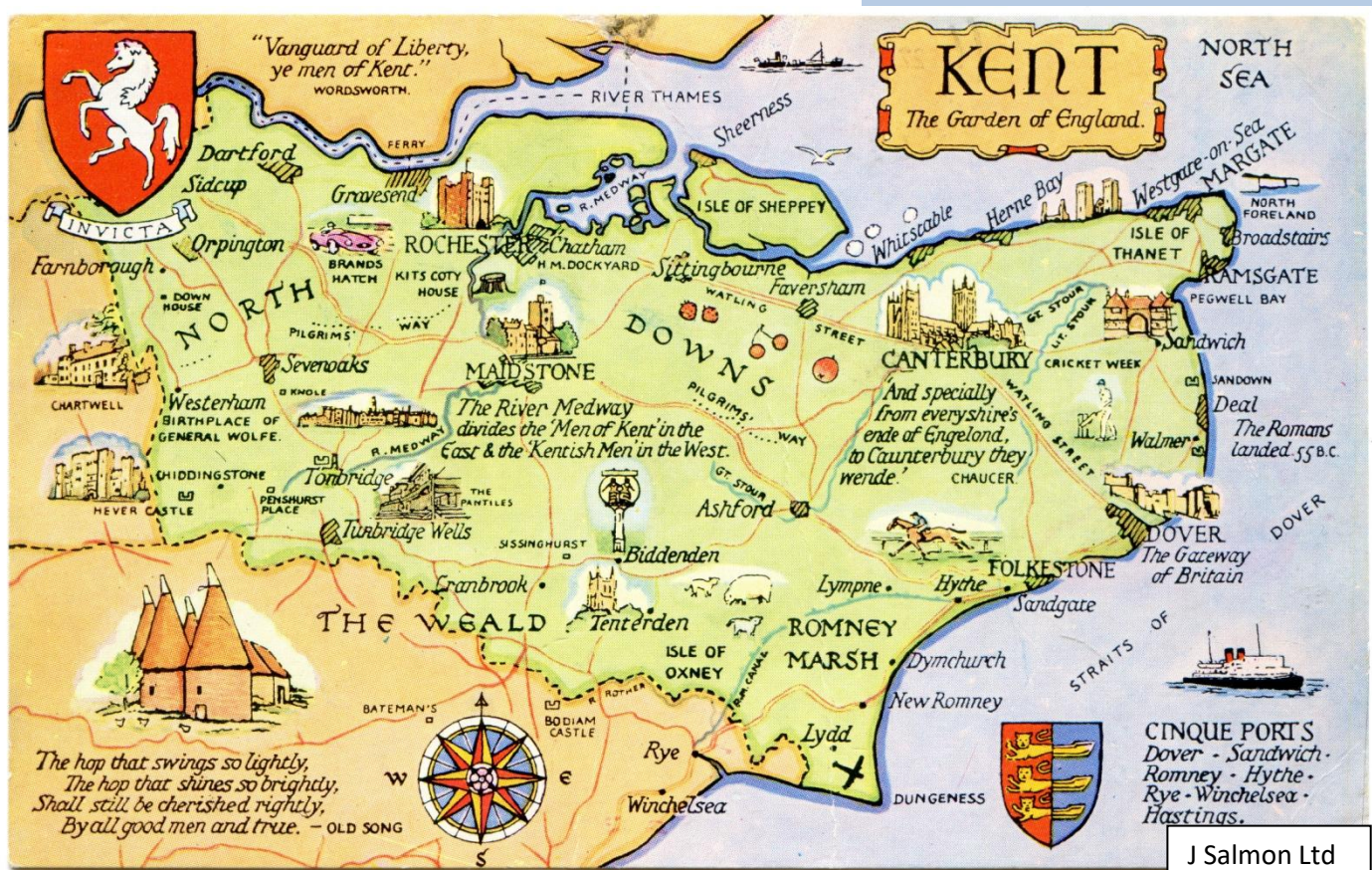


THE IAN COULSON ANNUAL BURSARY
FOR LOCAL HISTORY / ARCHAEOLOGY
IN KENT SCHOOLS

KAS KENT
ARCHAEOLOGICAL
SOCIETY

INVESTIGATING THE HISTORY OF KENT

STUDENT RESOURCES



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LESSON 7

Charles II finally signed the Treaty of Breda ending the war with the Dutch.

The Dutch took “The Royal Charles”, Charles’ flag-ship, and the “Unity” back to the Netherlands to show that they had won.

It cost Charles II £200,000 to re-build the navy following the attack (£30 billion today).

The Dutch got back most of their colonies that they had lost during the wars with England (England kept just New York and New Jersey).

The Dutch were allowed to bring their goods to Britain to sell.

The “Royal Charles” was too big for the Dutch to use in their shallow waters and so it was scrapped – its prow is still on display in Amsterdam.

The English had destroyed 30 of their own ships to stop the Dutch taking them.

The Dutch failed to land troops in England and their attack encouraged the English to rebuild and strengthen their navy.

This was a humiliating defeat for England and damaged King Charles’ reputation even more.

How important was this event for the people of Kent?

Event:

The factors which brought about change:

The effects this event had:

Overall significance for the people of Kent: /10

I have given it this score because:

How important was this event for the people of Kent?

Event:

The factors which brought about change:

The effects this event had:

Overall significance for the people of Kent: /10

I have given it this score because:

LESSON 8

Parliamentary Reform
in a full and fair representation
of the people
Or Death!!!
Mark this thou Despot.
Swing
To Wellington


Parliamentary reform in a full
and fair representation of the
people...

Or Death!!!

Mark this then despot.

Swing

To Wellington

Sir
This is to acquaint you
that if your thrashing Ma-
chines are not destroyed by
you directly we shall com-
mence our labours
signed on behalf
of the whole Swing


Sir,

This is to acquaint you that if
your thrashing machines are not
destroyed by you directly we
shall commence our labours.

Signed on behalf of the whole,

Swing

FIRE!

£120 Reward

WHEREAS on **TUESDAY, Aug. 3,** about **12 o'Clock** in the Day, and on the following **FRIDAY,** about **6 o'Clock** in the Evening, and on **MONDAY, Aug. 9,** about **7 o'Clock** in the Evening, and again on **SATURDAY,** the **28th August,** about **7 o'Clock** in the Evening, the Premises of **Mr. JONATHAN THOMPSON,** at **Counter Corner,** and **Hendon,** near **Seven Oaks, Kent,** were **WILFULLY FIRED,** by which **BUILDINGS** and **STOCK** have been destroyed of considerable Value, **£100 REWARD** is therefore offered by the

COUNTY FIRE OFFICE

(where the Property was insured) for the **Discovery of the Incendiary, or Incendiaries,** and will be paid on **Conviction** by the above **Office,** in **Addition to £20,** offered by **Mr. THOMPSON,** and any other **Rewards** offered by **Act of Parliament** and otherwise.

Any Accomplice giving **Evidence** that may lead to **Conviction** may receive the above **Rewards,** and **His Majesty's Pardon** will be applied for in his **Favor.**

J. A. BEAUMONT,

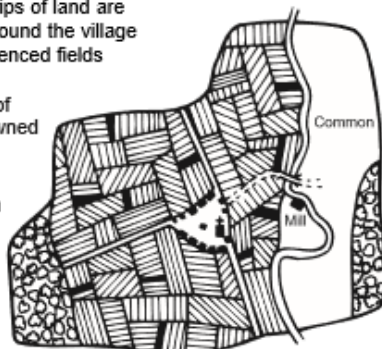
Secretary, County Fire Office, Regent Street, London.

W. GLINDON, Printer, Regent Street, Haymarket, London.

ENCLOSURE OF A VILLAGE

Before enclosure (Open field system)
Farmer's strips of land are scattered around the village in large, unfenced fields

- Strips of land owned by one farmer
- Church



After enclosure
Farmer's land is all together and fenced

- Farmer's land now enclosed
- New farm buildings
- Road
- Hedge



1830

October 1	Threshing machine destroyed	Hougham, Dover
October 5	Incendiary (buildings, crops, machine)	Ash
October 5	Incendiary (buildings, crops)	Lyminge
October 6	Incendiary (building)	near Hadlow
October 6	Incendiary	Boughton Hill
October 8	Threshing machine destroyed	Dover
October 8	Incendiary	between Wrotham & Farningham
October 9	Threshing machine destroyed	near Canterbury
October 10	Incendiary	Dumpton, Broadstairs
October 10	Incendiary	Ramsgate

Incendiary – setting fire to things

Threshing machine – a machine which separated grains of corn from the stalks and leaves of the crop; previously this had been done by hand.

Many Members of Parliament made money from farming and in 1815 Parliament passed the Corn Law. The Law stopped foreign corn being brought into Britain unless the price in Britain rose to a high level. This kept the price of corn high so that people still had to pay more for their bread — their staple diet. This caused great hardship for the poor.

In a series of trials of Swing rioters about 475 men and one woman were transported to New South Wales or Van Diemen's Land convicted of acts of arson, machine breaking, rioting and receiving money during the riots.

The Great Reform Act of 1832 transferred political power in Britain into the hands of the middle classes. But it left the working classes with no political power or right to vote.

The Poor Law Amendment Act 1834 inspired a further series of riots and arson, most notably in North Kent. The result of this Act was to reduce the amount of relief available and force those who claimed relief to enter the newly constructed workhouses.

The Swing Riots were provoked by the introduction of threshing machines, which required far less labour and threatened to make agricultural workers unemployed. These were rural equivalent of the machine-breaking riots of the Luddites in the industrial areas of northern England in 1811 to 1816. The organizer of the Luddites was referred to as General Ludd, but may not have existed.

1. What was the Corn Law?
2. Why did this make people unhappy?
3. What was the Great Reform Act?
4. Why did this make people unhappy?
5. What was the Poor Law Amendment Act?
6. Why did this make people unhappy?
7. Why did many ordinary people dislike the enclosures of farmland?
8. Which new machines did the farm workers object to? Why?
9. What did many farm workers do in 1830?
10. Who do you think Wellington was?
11. Who or what do you think "Swing" was?
12. Where do you think the rioters had got their ideas from?
13. What happened to the Swing rioters?
14. Do you think anything like this could happen again (hint: what might take over peoples' jobs in the future?)?

LESSON 9

**What is it
telling
people?**



**Who do you
think produced
it?**

**When was it
produced?**

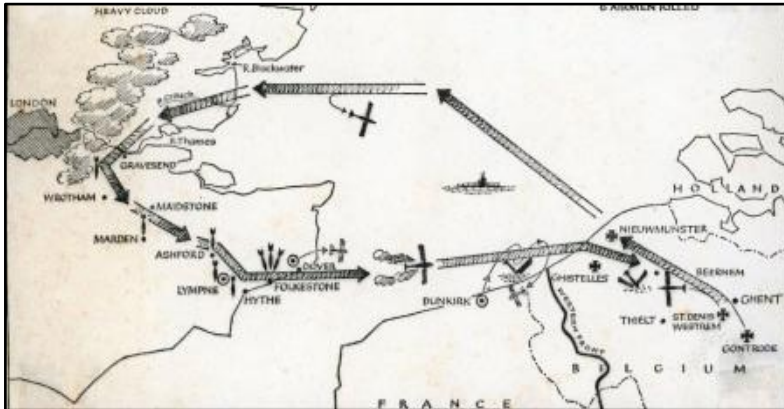
How did Germany attack Britain from the air?

Give three reasons why Germany attacked.

What effect did the air raids have on morale?

Why were the Zeppelins difficult to attack?

What new invention helped to attack Zeppelins?



The route taken by the Gotha bombers in 1917 for the air raid on Folkestone.



The gravestone of two of the victims of the 1917 raid on Folkestone (the family that ran the greengrocers)

ACTIVITIES:

1. What do you think the phrase "Total War" means?
2. Why do you think this phrase is used by historians to describe World War 1? Use the sources to explain your answer.

In Memory of the Civilians who died in Folkestone and the surrounding area as a result of The Tontine Street Air Raid on 25th May 1917

In Tontine Street:

Eliza Barker (33)
Annie Beer (30)
Annie (Rosie) Beer (2)
Arthur Beer (11)
William Beer (9)
Gertrude Bowbrick (12)
Mabel Bowbrick (9)
Lily (Nellie) Bowbrick (55)
Sydney Brockway (63)
Hilda Burvill (20)
Annie Cason (46)
William Clark (12)
Phyllis Cooper (9)
Albert Daniels (12)
Frederick Day (47)
Edith Dicker (13)
Sarah Dicker (41)
Florence Dukes (51)
Florence Dukes (18)
Ethel Eales (17)
Nellie Fiest (50)
Stanley Fiest (5)
Florence Francis (33)
Edward Gould (39)

Richard Graves (40)
Edith Grimes (24)
William Hall (64)
Johanna Hambly (67)
Ethel Hambrook (12)
Caroline Harris (35)
Fanny Harrison (39)
Dennis Hayes (2)
Martha Hayes (30)
Louisa Hayward (37)
Arthur Hickman (6)
Mary Holloway (9)
Veronica Holloway (1)
Constante Houdard (33)
Rosina Hughes (34)
Dorothy Jackman (14)
Katherine Laxton (72)
William Lee (46)
Agnes MacDonald (22)
Albert McDonald (12)
Elizabeth Maxted (31)
Ernest McGuire (6)
Jane Moss (20)
Walter Moss (2months)

Florence K. Norris (2)
Florence L. Norris (24)
William Norris (10 mon.)
Mabel Reed (12)
John (Jackie) Robinson (5)
Florrie Rumsey (17)
Marie Snoawert (44)
Arthur Stokes (14)
Frederick Stokes (42)
William Stokes (46)
Gwendoline Terry (13)
Alfred Vane (35)
Hyppolite Verschueren (41)
Elizabeth Waugh (48)
Isabella Wilson (80)

Elsewhere in Folkestone:

May Arnold (21)
William Attwood (21)
Harold Banks (25)
Maggie Bartleet (24)
George Bloodworth (19)

John Burke (42)
George Butcher (44)
Albert Castle (41)
Kathleen Chapman (16)
Jane Marshment (50)
Doris Walton (16)
Edward Horn (45)

In Cheriton:

Dorothy Burgin (16)
Francis Considine (5)
Alfred Down (54)

In Hythe:

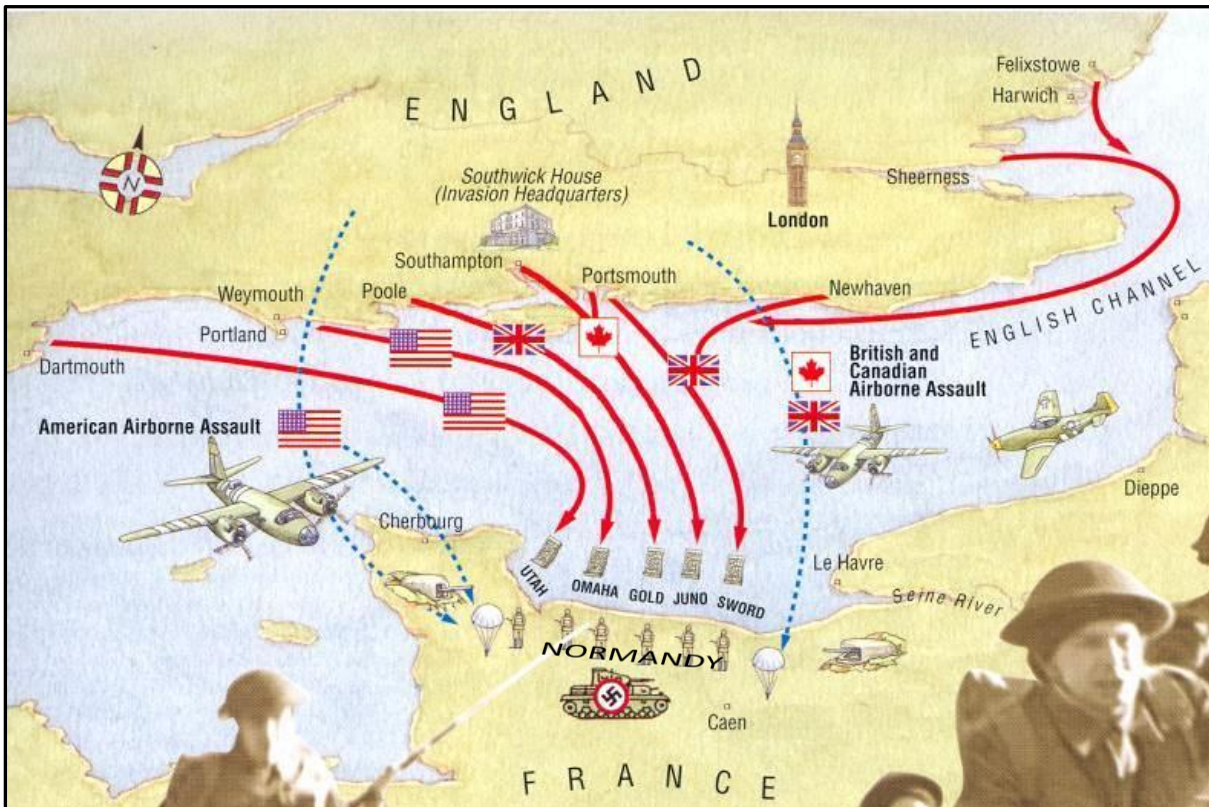
Daniel Lyth (54)
Amy Parker (42)

In Ashford:

Gladys Sparkes (18)

*Compiled from research carried out by
Martin Easdown and Margaret Carr*

LESSON 10



This was the proposed plan for the D-Day invasion on 6th June 1944.

Why was Normandy not the obvious place to attack?

What problems might this plan have presented?

Where would it have been more obvious to attack?

OPERATION FORTITUDE

Double agents	Mock invasions
Fake military equipment	The 1 st US Army Group



Dear Prime Minister,

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

14

LESSON 11

Physical - changed
the appearance of

Economic – changed how
people made money.

How did this
event change
Kent?

Social – changed how
people lived.

Political – changed the
way the country was run.

Religious – changed
peoples' religious
beliefs.

**To what extent did war and invasions have the greatest impact on the people of Kent
between 43 AD – 1940 AD?**

16 marks + 4 marks for SPaG

Many people would suggest that war and invasions have had the greatest impact on Kent because (first event choice):

.....
.....

This was significant because (effect):

.....
.....

Another occasion when war/invasions had a great impact was (second event choice):

.....
.....

This event was important because (effect):

.....
.....

However, some people would disagree, arguing that (new factor).....was more significant because (third event choice and effect):

.....
.....
.....
.....
.....
.....
.....
.....

In conclusion, I believe that.....was the most significant factor because:

.....
.....
.....
.....

To what extent did war and invasions have the greatest effect on the people of Kent between 43 AD – 1945 AD?

Religion: new religious beliefs changed the way that people lived their lives.

War/Invasion: a war with another country or invasion by a foreign country changed the way that people lived their lives.

Science and technology: new inventions changed the way people lived their lives.

Government/control: the way of running the country changed the way that people lived their lives.

Physical : it changed the appearance of Kent (new buildings and other infrastructure or destruction of what was there previously).

Social: it changed the way that people lived (language, food, social structure).

Economic: it changed the way that people made their livings/money or changed the type of jobs available.

Political: it changed the way that Kent/England was run.

Religious: it changed peoples' beliefs.

GRADE	HOW TO ACHIEVE IT
3	You have mentioned some events studied but there is little focus on the question.
4	You have commented briefly on one factor/effect.
5	You have commented briefly one two factors/effects or one in depth.
6	You have explained two factors/effects in depth.
7	You have explained two factors/effects in depth and addressed the "to what extent" part of the question.
8	As above and you have applied extra research. There is evidence of original thinking.

Teacher Comments:



GRADE