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| **KAS logo.bmp**  **THE IAN COULSON BURSARY FOR LOCAL HISTORY/ARCHAEOLOGY IN KENT SCHOOLS** | | Title of project / overall enquiry question :  **INVESTIGATING ASPECTS OF THE HISTORY OF KENT AT KEY STAGE 3** | | Target year group : **Yr 8 or 9** |
| Duration:  **Approx 11x 1hr lessons** |
| **Introduction:**  These materials were developed by Sarah Martin, Director of Humanities at the Archbishops’ School, Canterbury in 2019 with funding from the Ian Coulson Bursary. It was designed as a synoptic unit for pupils towards the end of Key Stage 3 to help them:   * increase their awareness of the history of the country in which they live * use prior knowledge of events they had studied earlier in the Key Stage, encouraging the development of knowledge retention and the application of contextual knowledge * develop their skills in analysing historical events and developments over time in preparation for the GCSE course   The materials consist of 9 ‘snapshots’ from episodes in the History of Kent, ranging from the Roman Invasion to the Second World War. They were deliberately chosen to reflect a wide range of periods and different locations in the county in order to appeal to as many schools as possible. Each one is designed for a single lesson and contains a wide range of resources and suggested activities. There are also suggestions for how each topic could be developed further, according to your and your students’ interests, including making educational visits to any of the places featured.  The approach is flexible so that you can decide how many of the ‘snapshots’ to study, you could add some of your own (perhaps relating to events in your locality) or use any of them to provide a local perspective in courses which focus upon national or international history. The materials can easily be adapted for younger or older pupils  The sequence of work culminates in pupils producing a piece of extended writing in which they construct an argument about which factor had the greatest impact on the people of Kent. The assessment is linked to the new GCSE 9-1 grading system.  These materials consist of:   * this fully explained scheme of work * two Powerpoint presentations (Lessons 1 – 6 and 7 -11) * two Student resource booklets (Lessons 1 – 6 and 7 – 11)   We hope that these resources provide your students with an insight into Kent’s history and inspire them to explore our historic county. | | | | |
| **Lesson title/ enquiry question :** | **Learning objectives :** | | **Learning activities :** | **Resources :** |
| Lesson 1:  Introduction to the History of Kent | * to understand the geography of Kent and how Kent’s history fits in with national events * to understand some criteria for evaluating historical importance | | Starter:  Look at the map of Kent; ask pupils to identify any historical events which happened in Kent and why Kent has been at the forefront of English history.  Main activities:  Look at the 9 events; ask pupils to put them in chronological order and mark them on their’ map. Give out the timeline and discuss the wider events. Ask pupils to identify any connections they can see between the 9 events and the wider events on the timeline. In pairs/threes, pupils should create a card describing one of the 9 events and add them to the washing line timeline.  Look at the factors/effects and discuss how we can use them to decide which was the most important; what criteria would students use to make make a judgement about significance? Which factor would they predict has been most significant in shaping Kent – and why?  Plenary:  Ask pupils to identify some further questions to ask about the 9 events.  Taking it further:  Create artefact boxes across the time period (if possible connected in time to the 9 events) and get students to put the objects in chronological order and decide what each object is, what it was used for, when it was used and what it can tell us about life at that time. | Events boxes  Blank map of Kent.  Timeline  Factors / effects handout  Washing line (already set up in classroom)  Artefact boxes |
| Lesson 2: AD 43 – c 410  What did the Romans do for Kent? | * to use pupils’ prior knowledge about Roman Britain * to understand how the Romans changed the physical and cultural history of Kent | | Starter:  Start the lesson with a dramatic description of the Roman army landing at Richborough in AD43 using the image on Slide 9 as a backdrop. Ask pupils to work in groups, roll the question dice, answer the question it lands on about what happened and feedback their ideas.  Main activities:  Watch the video (6 minutes). Students should make lists of the ways the Romans changed Kent, perhaps using the headings physical, social, economic, political and religious.  Look at the source boxes showing different Roman sites in Kent. Ask your students to discuss what each of them tells us about the Romans and add their findings to their list.  Written activity: students should use their findings and the ‘What Did The Romans Do For Kent?’ sheet to write a letter about the main changes which happened in Kent since the Romans arrived.  Plenary:  Complete a plenary factor/impact card for the Romans in Kent.  Taking it further:   * An extension activity is provided on a ‘Roman Murder’, the body of a girl found by archaeologists in 2011. Pupils could read the article and then record their conclusions about the victim on a police-style death report form. * Richborough Roman Fort is built close to the site where the Romans landed in AD43. It is run by English Heritage and prearranged school visits are free. <https://www.english-heritage.org.uk/visit/places/richborough-roman-fort-and-amphitheatre/> * Other Roman sites suitable for school visits include the Dover Painted House, Canterbury Roman Museum and Lulllingstone Roman Villa. | Question dice  Video : <https://www.youtube.com/watch?v=zWTC7ktt3D8>  Source sheets –with Roman artefacts if you have them.  How Did The Romans Change Kent? Factor/ importance cards  Extension:  BBC news article on a Roman murder  Death report form |
| Lesson 3: AD 593  How did Augustine and 40 monks change Kent? | * to explain how Christianity came to Kent * to demonstrate an understanding of how the arrival Christianity still influences modern Britain. * to evaluate how much St. Augustine’s visit changed Britain | | Starter:  Show your students the picture. Ask them to discuss in groups what they can work out from the picture about the meeting between St. Augustine and King Ethelbert. They could then compare it with Bede’s account of Augustine’s arrival  Main activities:  Give out the information sheet – then ask students to find answers to the quiz questions. Go through the answers.  Look at the significance mind map; ask students to choose two ways in which the Christian church had an impact on Kent and explain why they were important.  Plenary:  Complete a plenary factor/impact card for St Augustine’s work.  Taking it further:   * Pupils could research how many countries in the world are broadly Christian today and how many of them have sizeable Church of England communities (members of the Anglican community can be found here: <https://en.wikipedia.org/wiki/Template:Anglican_Communion_footer> )   Mark the countries on a map of the world in different colours and add a key.   * Pupils could visit the remains of St Augustine’s Abbey, Canterbury which was founded in 598 as a burial site for kings of Kent and Archbishops. Most of the visible remains date from the 11th to the 13th centuries. Visits are free for pre-booked school groups: <https://www.english-heritage.org.uk/visit/places/st-augustines-abbey/> Nearby, in the city wall, are the remains of Quenin Gate through which Queen Bertha travelled each day to worship – and St Martin’s Church, the oldest church in the country, where she went to pray. | Bede’s account of Augustine’s arrival  Information sheet  Quiz sheet and answers  Factor/ importance cards  Outline world map |
| Lesson 4: 1066 and after  How much did the Normans change Kent? | * to use pupils’ prior knowledge about the Norman Conquest and its effects * to understand and evaluate the main ways in which the Normans changed Kent | | Starter:  Discuss with your pupils how much they can remember about the Battle of Hastings and the Norman Conquest. What, do they think, were the main effects of the Norman Conquest on the people of Kent? Make a list of their ideas on the whiteboard or a flipchart.  Main activities:  Study the material on Slide 21 about the Normans marching through Kent in 1066. Ask your pupils to discuss:   * Why William marched through Kent in 1066 rather than going straight to London * Why the citizens of Dover and Canterbury surrendered to the Normans   On their copy of the map, ask them to record William’s route and summarise in the boxes provided how the arrival of the Normans affected the people of Romney, Dover and Canterbury.  Distribute sets of the 11 change cards and 5 headings (which can be laminated for future use); working in groups, pupils should sort them into groups according to their scale and then reach an overall conclusion to the key question ‘How much did the Normans change Kent?’.  Plenary:  Complete a plenary factor/impact card for the Norman Conquest.  Taking it further:   * Pupils could script a conversation between two Saxons in c1087 (a former landowner and a peasant farmer) reflecting on how the county has changed since 1066. * An extension activity is provided on whether the Bayeux Tapestry could have been made at St. Augustine’s Abbey (linking to the previous lesson). * Pupils could also study the extract from Domesday Book for the area in which they live; see <https://opendomesday.org/> or ‘Domesday Book, Kent’ edited by Philip Morgan, Phillimore Press 1983 ISBN 0 85033 54 4 * Pupils could visit one of the county’s main castles (Dover, Rochester, Canterbury and Tonbridge), all of which are Norman in origin, and/or a medieval parish church, most of which have visible Norman work; the best surviving example of a Norman church in Kent is at Barfreston near Dover [www.barfreston.org.uk](http://www.barfreston.org.uk) | The Normans Invade Kent map  11 change cards and headings  Factor/ importance cards |
| Lesson 5: 1215  Why did King John attack Rochester? | * to understand why Rochester Castle was besieged by King John in 1215 * to analyse and evaluate contemporary sources and later interpretations about the siege | | Starter: Using their prior knowledge, ask pupils to describe the main features of the Feudal System and then to identify any possible weaknesses in it.  Main activities:  Watch the BBC Teach video (6½ mins). Ask pupils to identify reasons why the barons were unhappy were unhappy with King John.  Ask students to look at the key terms on the Magna Carta sheet. and briefly explain who benefited from each one. Why do they think that King John declared war on his barons?  Explain the background to the siege (Slide 28) and hand out copies of the sources. Pupils, working in groups could look for similarities and differences between the accounts (perhaps using different coloured highlighter pens) and consider their reliability. Then they could look at the clip from the 2011 film Ironclad (9 mins).  Using what they have found out so far pupils could write a short account about what happened or make a detailed sketch.  Finally they could compare their account or sketch with the recent reconstruction drawing of the siege which was commissioned by Medway Council.  Plenary:  Complete a plenary factor/impact card for the siege of Rochester Castle.  Taking it further:   * Pupils could examine the plot of the film Ironclad, identify the historical inaccuracies in it and discuss the usefulness of modern films and/or reconstruction drawings as historical evidence. * They could visit Rochester Castle where some of the effects of the siege can still be seen, especially the rebuilt round south-east tower of the keep. Prearranged school visits are free: <http://www.enjoymedway.org/rochester-castle-school-visits> * They could find out about the siege of Dover Castle one year later in 1216 by Prince Louis and a French army; for further information see <http://blog.english-heritage.org.uk/the-great-siege-of-dover-castle-1216/> and, for source material, pages 69-70 of the Dover Castle Teachers’ Kit: <https://www.english-heritage.org.uk/siteassets/home/visit/places-to-visit/dover-castle/schools/dover_castle_teachers_kit_ks1-ks4.pdf> | BBC Teach video on the Magna Carta:  <https://www.youtube.com/watch?v=R_9zHiQs-rw>  Magna Carta sheet  BBC History Magazine video on siege of Rochester castle :<https://www.youtube.com/watch?v=4EAB6ZGAqDw>  Sources sheet  Clip from Ironclad (quite gory) : <https://www.youtube.com/watch?v=PGGkPkKSfZM>  Ironclad: how useful are modern feature films as historical evidence?  Factor/ importance cards |
| Lesson 6:  1381 – Why were the Kentish peasants revolting? | * to understand why the peasants of Kent and Essex rebelled * to analyse and evaluate some contemporary sources about the revolt * to analyse how much the rebels achieved. | | Starter:  Watch the BBC Teach video (5 minutes) recapping the main events of the Peasants’ Revolt.  Main activities:  Working in groups, pupils should look at the causes of the revolt and discuss which was the most important. They could colour code them into economic, political, military and social reasons**.**  Then they should study the sources about the revolt in Kent and record their findings about what happened on their copy of the map.  Extension – pupils could discuss the usefulness and reliability of the sources, in particular noting the hostility of the writers towards the rebels and discussing possible reasons for this.  Plenary:  Complete a plenary factor/impact card for the Peasants’ Revolt  Taking it further:  Before, or following, this lesson, work could be done looking at the impact of the Black Death on Kent, possibly focussing on its arrival in the Cinque Ports.  A short extension activity on the term ‘Peasants’ Revolt’ has been included because many historians now reject the term, preferring to call it ‘The English Rising’ instead. The activity will help pupils understand their reasons and how historical interpretations can change over time as a result of new research. | BBC Teach Video on Peasants’ Revolt: <https://www.youtube.com/watch?v=WsML7hiTnsY>  Causes of the Peasants’ Revolt sheet  ‘What happened in Kent in 1381?’ sources sheet  Map of Kent  Factor/ importance cards |
| Lesson 7:  1667 – Why did the Dutch attack Chatham? | * to understand the reasons for the Dutch attack * to evaluate the effects of the attack | | Starter:  Show pupils the painting of the Raid on the Medway (by the Dutch artist Pieter Cornelisz van Soest, painted in about 1667) and ask them to try and work out what is happening. Looking closely at the detail, especially the flags, they might be able to work out that a British ship (in fact the Royal Charles) is surrounded by enemy ships.  Main activities:  Introduce pupils to the background to these events (Slide 4) and, using the map, discuss the reasons for the place and time of the Dutch attack  Watch the video (36 mins) the first 16 minutes deal with the background, the attack is covered in the sequence from 16.55 to 21.43 while the last 15 minutes examine the consequences of the attack. While they are watching the attack pupils could compile a list of gains and losses for the two sides.  Hand out the consequence cards. Working in groups, pupils should sort them into order of importance and explain their reasons.  Plenary:  Complete a plenary factor/impact card for the Raid on the Medway.  Taking it further:  This lesson could be followed up with a visit to the Historic Dockyard Chatham where pupils can find out about the history of the dockyard and how battleships were built; they can also visit a Victorian Ropery and go on board 3 historic warships. For full details, including school activity sessions, see: <https://thedockyard.co.uk/> | Video produced for the anniversary of the Battle of Chatham:  <https://www.youtube.com/watch?v=6Z9l7y3LLe0>  Consequences sheet.  Factor/ importance cards |
| Lesson 8:  1830-1 – How did ‘Captain Swing’ affect Kent? | * to understand why life was difficult for farm labourers in the early 19th century * to understand the causes of the ‘Swing Riots’ * to understand whether the problems caused by new technology in the 19th century are still relevant today | | Starter:  Ask pupils to recall the main causes of discontent among the lower classes at the time of the Peasants’ Revolt. Which of them, do they think, were still problems in the early 19th century?  Main activities:  Give pupils the clues (if possible on separate laminated cards) and the questions. Working in groups, pupils should find answers to the questions. The answers are on Slide 2. Alternatively, again working in groups, they could sort the clues into two groups:   * clues which tell us what happened * clues which help us understand why it happened   They could then try to produce a description of what happened and an explanation of the underlying reasons.  For a modern parallel, show them the Bill Gates quotation – and discuss the potential impact of AI on future employment. Can pupils think of any other similar examples either from the present day or from the recent past?  Plenary:  Complete a plenary factor/impact card for the Swing Riots.  Taking it further:  There were further outbreaks of rural violence in Kent in the 19th century, including:   * anti-Poor Law riots in the Swale villages in 1834-6 (see ‘Money or Blood, the 1835 Anti-Poor Law Disturbances in the Swale Villages’ by David Hopker, 1988) * the Battle of Bossenden Wood in May 1838 in which the self-styled Sir William Courtenay and his supporters were killed in an hour-long battle with soldiers; for more on the ‘last battle on English soil’ see <https://favershamlife.org/the-battle-of-bossenden-wood-1838/> * a further outbreak of ‘Swing Riots’ in 1849-50 | 10 clue cards  Quiz questions  Factor/ importance cards |
| Lesson 9:  1914-1918: How did bombing raids affect the people of Dover and Folkestone? | * to understand why Kent was attacked from the air * to understand how the bombing raids affected the people of Dover and Folkestone * to understand the concept of Total War | | Starter:  Show your pupils the WW1 government poster; ask them to discuss who produced it, why and when.  Main Activities:  Watch the video about Zeppelin attacks (9 minutes) and answer the questions.  Show pupils the maps of Dover and Folkestone; what can they work out from these maps about the impact of the war?  Show them the eye witness accounts; ask them to discuss what they can tell from them about the impact of the war.  The additional sources sheet can be used to add further layers of detail to their enquiries into the Folkestone bombings and/or to examine the concept of total war; ask your pupils to use the additional sources to find examples to support their own explanation of total war.  Plenary:  Complete a plenary factor/impact card for the First World War bombing raids.  Taking it further:   * The ‘Kent in WW1’ website has information, heritage trails and source material (including eye witness accounts and photographs) about the effects of the war in most Kent towns: <kentww1.com> * If your school has a subscription to www.ancestry.co.uk, students could research the families affected in the Dover and Folkestone bombings (or bombings in your area) and this could form the basis of a club or project work. | Government poster  Video on Zeppelins: <https://www.youtube.com/watch?v=nlQgprSGpNI>  Question sheet  Eyewitness accounts  Sources sheet  Factor/ importance cards |
| Lesson 10:  1944 – How did Kent fool the Nazis? | * to understand why there was a need to deceive Nazi Germany in 1944 * to understand the main features of Operation Fortitude * to evaluate how significant Operation Fortitude was in the success of D-Day | | Starter:  Show pupils the photo of the dummy tank. Ask them to discuss what the photo shows and identify further questions they would like to ask about it.  Main activities:  Introduce pupils to the background to D-Day (slide 26) and look at the map (Slide 27). Ask pupils to discuss why it was helpful to deceive the Nazis into thinking that the attack would take place elsewhere.  Show pupils the video (13 mins); they should answer the questions as they watch it using the question grid.  Activity: Pupils should use their findings to write a top secret briefing note to Churchill outlining the main features of Operation Fortitude and explaining why it is essential.  Plenary:  Complete a plenary factor/impact card for Operation Fortitude.  Taking it further:  Students could examine other aspects of the war in Kent; for example air raid precautions, experiences of child evacuation, the Dunkirk evacuation, the Battle of Britain and the impact of bombing raids (for example the Blitz of Canterbury on 1 June 1942) .  They could visit sites associated with the war such as the Ramsgate Tunnels, the Kent Battle of Britain Museum at Hawkinge or the War Tunnels at Dover Castle where the Dunkirk evacuation was planned. | Video on Operation Fortitude:  <https://www.youtube.com/watch?v=ZRIEWXImo_c>  Video question grid  Briefing note template  Factor/ importance cards |
| Lesson 11:  Assessment | * to review understanding of the topics covered * to explain when the people of Kent have faced the threat of invasion * to demonstrate how other factors have influenced the History of Kent * to evaluate which events and factors have most greatly influenced the History of Kent * to help pupils to improve their skills for answering future GCSE exam questions | | Starter:  Remind pupils of the events they have studied. Working in groups they could choose different events and complete a poster showing its effects to help focus their ideas. The groups could then present their posters to the rest of the class and/or display them along the classroom wall.  Main activity:  To what extent did war and invasions have the greatest impact on the people of Kent between 43 AD – 1944 AD?  This is intended to be a piece of extended writing for which pupils will need good preparation and support. We have provided a writing frame and marking criteria (which you may wish to adapt to fit your school’s approach to KS3 assessment).  Alternatively it could provide the focus for a class debate or a peer assessment of pupil’s project folders. | Work from previous lessons  Effects poster  Writing frame  Mark scheme |