

# TEACHER NOTES

## History

### History Study: Weapons Through Time (Lymington route)



## Contextual Summary

This is a History resource which engages students with the History of the Solent and the surrounding area. It will allow them to explore the theme of 'Weapons Through Time' from the fifteenth to the twenty first centuries. They will see how Britain has influenced and been influenced by the wider world. It will give students the content and the context to develop all of the 'History Skills': continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts and analyse trends.

The resources have a consistent format making it easy for students to identify the facts needed to construct meaningful answers. All of the sites are clearly visible from Wightlink Ferries and this will make it much easier for students to understand how each site worked. The sheets are placed in order as seen from the vessel from Lymington.

This study of 'Weapons Through Time' could be linked to the study of a site local to the school. Examples that could be near the school are: an Iron Age hill fort, Roman fort, a castle, a gun emplacement or a World War II pill box. This would allow students even more freedom to explore the full range of History skills.

## Ability Levels

This resource is aimed at students at lower key stage 2. The tasks are designed to be accessed by students of varying abilities.

## Task Implementation

The **pre-visit activity** begins with getting the students to list all the weapons they can think of: a stone, spear, bows & arrows, sword, cannon, guns, bombs and so on. Get the class to put them in chronological order, get them to consider which weapons are better and explain why.

You might like to take care to differentiate between weapons used to kill and things used to defend – thus armour and castles are not really weapons although they are clearly connected with war. You can also use the types of weapons to look at turning points: the sword was the first weapon that was developed to kill humans rather than hunting and getting food, this marks it as a turning point. The next turning point was the development of gunpowder in the Sixteenth Century.

In terms of defence you could get the class to consider where the best defences were built – on tops of hills. This might link with what they had learnt about Boudicca's Revolt, the Romans placed themselves on the top of a hill, so the Britons had to race up the hill to attack. An image that shows this is

<https://i.pinimg.com/originals/dc/12/1c/dc121c7b07bb484cd802645de49cc014.jpg>

This was a poor tactic and led to Boudicca's defeat. This will help them consider the defences they will see from the Wightlink crossing and links with the Geography materials available for this venue and key stage.

The teacher then can summarise what the pupils have learnt about what was used to defend Britain and where the defensive features are sited: they should be able to work out that that guns have been used a lot and they are often by the water.

### SUBJECT

History (History Study)

### UNIT

Weapons Through Time

### OPPORTUNITIES FOR USE

- ✓ Pre-Visit
- ✓ On-Site Activity
- ✓ Post-Visit
- ✗ Peripheral Task



180+ mins

### APPLICABILITY



Key Stage 2L

P4-P5

### CURRICULUM / SYLLABUS

- ✓ National Curriculum
- ✓ Curriculum for Excellence

Applies to Resource numbered:

111191

111191

## Task Implementation

### On site activity

The first activity is to identify what can be seen while they are on the crossing, this covers a range of visible sites. There is a simple matching activity for the crossings between Lymington and Yarmouth. The students draw a line from the picture to the description of the feature. To check they have really been looking they then need to ring if the feature is on the Mainland, in the Solent or on the Island.

There is then a second sheet that focuses on the military technology features of what can be seen. It is a simple tick box exercise that can be done with a clipboard but will generate plenty of discussion. There are information sheets that have more information about each of the sites that can be seen. Each sheet begins with a photograph of what the site looks like from the ferry and another image as well. There is a description of the site, some historic context, what innovation it shows in terms of military technology and then how it is used today.

To link with the Geography resource available at this venue, students could be asked to identify these features on the OS map.

### Post Visit

There are post-visit suggestions in the pack, with colour-coded questions.

There are four factors that have facilitated the development of weapons over time, specialisation, trade, government and war. Students could be asked to consider why weapons did not develop very much at the beginning of the study and why they changed so much in the Twentieth Century.

When the students have a greater knowledge of the sites they can begin to consider why the sites were chosen and the balance between the four factors that influenced them. The students could use all the information they have gathered to produce a poster of one of the sites to explain: what the site is, how it was used and how it is related to the other sites. They could include the site chosen by the school for their local study. These posters could then be placed on a timeline around the classroom.

### Relationship to Curriculum

Once the students have some facts about what they have seen, they can use them to develop the history skills: continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts and analyse trends.

By taking a thematic approach to the study of history, in this case 'Weapons Through Time' the students' understanding of chronology will be greatly enhanced.

If the students' local history study has been a military site near their school then these skills will be further developed, because the similarities and differences are likely to be more pronounced allowing them to draw contrasts and/or analyse trends.


Sheets containing more detailed facts about Hurst Castle, the Needles Battery and Yarmouth Castle are available. They have been written to make it easy for the students to identify the military significance of each site. This format could be used by teachers to produce information sheets for the site they have chosen to study local to their school; this would prepare the students for what they will see on their Wightlink crossing.

#### Key skills practised in this unit:

Development of the history skills:

- ✓ understanding and identifying continuity and change
- ✓ considering cause and consequence, similarity, difference and significance
- ✓ making connections
- ✓ drawing contrasts
- ✓ analysing trends.

## Learning Opportunities

Students will use the resources provided to carry out the activities and tasks as specified on the worksheet. At all stages, students will be using the worksheets linked to this resource - 

### Pre-Visit

- ▶ Students will think about weaponry and undertake tasks such as listing all the weapons they can think of: a stone, spear, bows & arrows, sword, cannon, guns, bombs and so on. They will begin to understand chronological order, understand context and the types of weaponry they might see evidence of around them.

### During the Visit

- ▶ Students will make observations from the ferry in order to identify what can be seen while they are on the crossing. They will engage with specific locations and identify key weaponry-related aspects of these locations.

### Post-Visit

- ▶ Post-visit questions are provided in the pack; they are colour coded to indicate the level of difficulty. Students could begin each answer with a group discussion, so that they remind themselves of the sites, what they looked like and how they worked. This will give them the information they will use.
- ▶ To help construct their answer they can use the following plan:
  - » What point are they going to make
  - » What evidence or facts are they going to use
  - » How will they explain their answer.
- ▶ Students could use all the information they have gathered to produce a poster of one of the sites to explain: what the site is, how it was used and how it is related to the other sites. They could include the site chosen by the school for their local study. These posters could then be placed on a timeline around the classroom, or turned into a larger project.

## Enrichment Opportunities

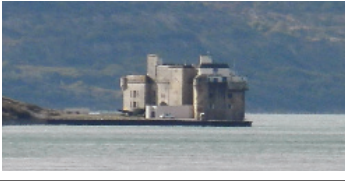


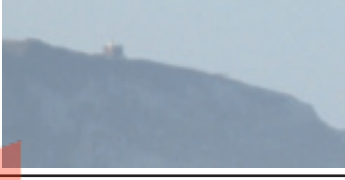


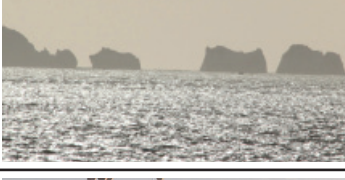
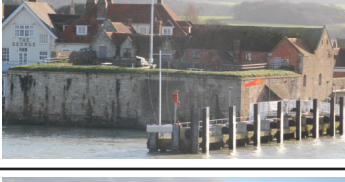

- ▶ The crossing is a fabulous opportunity to see so much of the Solent.
- ▶ Being able to see the sites and their geographical position really brings history to life. Students will see that the western end of the Solent has been well-defended for centuries and that there are so many features all in one place.
- ▶ Students will be encouraged to look at each site in detail so their understanding of the site will be enhanced through discussion. They will be able to work out how the sites interacted.
- ▶ Students will have the opportunity to gain a lot of facts very quickly and this will help a great deal in developing the history skills.

## Learning Outcomes

- ✓ Students will be able to identify the common features of a military site
- ✓ Students will have the facts to develop their use of the history skills.
- ✓ Students will develop speaking, listening and presentation skills.



## Teacher Answers: What I can see on my Wightlink Crossing

Draw a line from the photograph to its description		Description - ring the location
Fort Albert		Victorians used this to walk out to sea to get some fresh air from 1875 . It is on the <i>Mainland – Island - Solent</i>
Hurst Castle		Built in 1856 to support Hurst Castle, it has been split into flat for people to live in. It is on the <i>Mainland – Island - Solent</i>
Hurst Lighthouse		Built in 1872 to fire at ships and stop them getting anywhere near the Solent. It is on the <i>Mainland – Island - Solent</i>
Needles Battery		Built on a shingle bank in 1544 to stop ships coming into the Solent. It is on the <i>Mainland – Island - Solent</i>
Needles Light-house		To guide ships away from the shingle bank at the western end of the Solent. It is on the <i>Mainland – Island - Solent</i>
St James' Church		To guide ships away from the rocks at the western end of the Solent. It is on the <i>Mainland – Island - Solent</i>
The Needles		One of the defining images of the Isle of Wight. It is on the <i>Mainland – Island - Solent</i>
Yarmouth Castle		The church was rebuilt in 1635, it contains a statue that was meant for Louis XIV of France. It is on the <i>Mainland – Island - Solent</i>
Yarmouth Pier		Built by Henry VIII in 1547 to protect the town. It is on the <i>Mainland – Island - Solent</i>

