

# TEACHER NOTES

## History

### History Study / Military Technology Through Time (Portsmouth routes)

#### Contextual Summary

This is a History resource which engages students with the History of the Solent and the surrounding area. It will also allow them to explore the theme of 'Military Technology Through Time' from the fifteenth to the twenty first centuries, should teachers wish. Students will see how Britain has influenced and been influenced by the wider world. The resource pack 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. Four of the sites have sheets that are set out with a specific focus on military technology. The sheets are placed in order as seen from the vessel from Portsmouth.

A study of 'Military Technology Through Time' could also 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 upper key stage 2. The tasks are designed to be accessed by students of varying abilities.

#### Task Implementation

As a **pre-visit activity** get 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 allows for cross-curricular links with the Geography materials available for this venue and key stage. The teacher then can summarise what the students 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.



<b>SUBJECT</b>	History (History Study)
<b>UNIT</b>	Military Technology Through Time
<b>OPPORTUNITIES FOR USE</b>	<ul style="list-style-type: none"><li>✓ Pre-Visit</li><li>✓ On-Site Activity</li><li>✓ Post-Visit</li><li>✗ Peripheral Task</li></ul>  180+ mins
<b>APPLICABILITY</b>	   Key Stage 2U  P6-P7
<b>CURRICULUM / SYLLABUS</b>	<ul style="list-style-type: none"><li>✓ National Curriculum</li><li>✓ Curriculum for Excellence</li></ul>
<b>Applies to Resource numbered:</b>	<b>111201</b>

**111201**

## 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 from Portsmouth. 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 it 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. 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 work, the 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 'Military Technology 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 Portsdown Hill Radar station, the Royal Garrison Church, the Solent Forts and Portsmouth Historic Dockyard are included in the pack. 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 pack linked to this resource - **111201**

### 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. They can also look more generally at the other sites seen from the ferry, gaining historical context and a wider understanding of local history.

### 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 can also identify key weaponry-related aspects of these locations, where relevant.

### 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. If focusing on the weaponry theme, they will see that Portsmouth 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 and how and why they have changed.
- ▶ They 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 gain an understanding of local history in the Solent area.
- ✓ 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

- ▶ On the left you there are pictures of what you could see from the ferry from/to Portsmouth
- ▶ They are not in the order you will see them while you are crossing the Solent
- ✓ You need to link the picture on the left with its description on the right.

Draw a line from the photograph to its description		Description - ring the location
All Saints' Church		This is a radar station looking for weapons attacking Britain. It is on the <u>Mainland</u> - Island - Solent
White oddly-shaped building in the distance		The building that was the centre of the import of spices. It is on the <u>Mainland</u> - Island - Solent
Bombed out church		This is very near to the main naval base and in World War Two German aeroplanes missed the factories and his this. It is on the <u>Mainland</u> - Island - Solent
HMS Warrior		This was the first in the world to open. It meant that ships could always collect passengers whether the tide as in or out. It is on the <u>Mainland</u> - Island - Solent
Osborne House		There are 4 of these, they were built to protect the naval base in Portsmouth. It is on the <u>Mainland</u> - Island - Solent
Palmer-stone's Forts		This gives a view for 40 miles around, it is purely a tourist attraction. It is on the <u>Mainland</u> - Island - Solent
Quarr Abbey		This is easy to see on the skyline, especially after dark. It is on the <u>Mainland</u> - Island - Solent
Ryde Pier Head		This is a monastery and was built one hundred years ago, it now has only 12 monks. It is on the <u>Mainland</u> - Island - Solent
Spinnaker Tower		This tower is all you can see of Queen Victoria's house from the ferry. It is on the <u>Mainland</u> - Island - Solent
The Spice Island		This was the first warship to be made from iron, it is now a major tourist attraction. It is on the <u>Mainland</u> - Island - Solent

