



Historical Association
The voice for history

Scheme of Work for Primary History

Year 5/6

Waterloo and the Age of Revolutions

About this unit

The Napoleonic wars shaped their age: children were threatened with 'Boney' long after he had gone. Images of the time in words and pictures show the importance of the military both in polite and less salubrious company. Some of England's most enduring heroes, Nelson at Trafalgar and Wellington at Waterloo, were created at this time. The battles of this period pepper our culture often without us being aware of it, through place-names or recipes such as chicken Marengo. It was in the Peninsular War that the term 'guerrilla' was coined to describe how the Spanish fought against Napoleon's armies. Had Hitler paid more attention to this period of history the battle for the Eastern Front would never have been considered.

The upheavals generated by the prolonged military conflict led also to a series of popular movements that reflected great social changes. Across continents ordinary people began to demand a say in how they were governed. Many of the soldiers who fought were volunteers linked to local geographical areas. The developing political consciousness also had local roots and manifestations. It is always useful, where possible, to provide a local lens through which to view a period of British history. The focus is on developing historical understanding and thinking. Children are encouraged to develop chronological understanding by linking the events to the historical context. Underpinning much of the unit is the concept that there are reasons why people acted as they did; children should recognise the importance of causality. There is a strong emphasis on children investigating issues and solving valid historical questions, recognising the nature of the evidence on which their judgements and knowledge are based. This unit can be used alongside that for the Georgians.

Unit Structure

This unit is structured around two history enquiry themes:

1. What was Britain's situation in this 'Age of Revolutions'?
2. What do these varied sources tell us about the significance of these events both then and now?

These themes are considered through a number of specific key questions and linked to specific contemporary folk songs:

- 'Waterloo dance' What was the Britain of the late 1700s like?
- What changes had Britain been experiencing?
- 'Rights of Man Hornpipe' Why didn't Britain have a revolution at this time?
- 'Oh the Roast Beef of Old England' What did Britain fear about France?
- 'Over the hills and far way' How did you come to join the army?
- 'Plains of Waterloo' Who contributed more to the victory at Waterloo?
- 'Plains of Waterloo' Was Waterloo the most important event that happened?
- 'Boney was a warrior' Was Napoleon such an important person?
- 'Peterloo Massacre' What was England like after the Napoleonic Wars?

How this unit links to the National Curriculum for primary history:

- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

Possible links to other units:

- KS2: A local history study looking for evidence local involvement with the Napoleonic campaign

Preparation and background information

You should set up a class timeline for the period from 1700 to the present. You will also need a large map of Europe including the UK. You should ensure that you have the lyrics for the songs used. Most of the songs are from the CD 'Songs of the Waterloo Era' (SotWE) by Simpsons Folly (available from Waterloo 200 website: <http://ageofrevolution.org/themes/culture/songs-of-the-waterloo-era/>).

This article provides some background for teachers to the use of song in the period <http://ageofrevolution.org/in-literature-and-song-the-legacy-of-the-napoleonic-wars/>

These films give some background for adults to the period

Sean Bean on Waterloo

Part 1 https://www.youtube.com/watch?v=AyV_8nlq-wY

Part 2 <https://www.youtube.com/watch?v=9h-HFGC5OY>

1. Enquiry: What was Britain's situation in this 'Age of Revolutions'?			
LEARNING OBJECTIVES	KEY CONTENT AND SUGGESTED LESSON IDEAS	SUGGESTED RESOURCES	ASSESSMENT CRITERIA
<p>Children should show knowledge and understanding of some of the main events and people (recognise characteristic features of the period)</p>	<p>What was Britain like in the late 1700s?</p> <p>Listen to 'Waterloo Dance' What type of music is this? A jig/a dance? How does this make you feel? What impression does it give you?</p> <p>Two sets of pairs Give out 'Covent Garden Market' or 'Charing Cross', one to each set of pairs with prompt sheet of what to look for (if necessary). Children record what they can see on their record sheet. What impression do they have of this place? Swap images add to what they can see. How has their impression of the city changed?</p> <p>Whole class Now add 'The Thames and the City of London from Richmond House' on IWB. Teacher collects key point on IWB from class as a whole.</p>	<p>'Waterloo Dance'</p> <p>Images: 'Covent Garden Market' 1737 by Balthazar Nebot http://www.tate.org.uk/art/artworks/nebot-covent-garden-market-n01453 A view of Charing Cross and Northumberland House 1746 by Joseph Nicholls http://www.amazon.co.uk/Charing-Northumberland-canvas-Joseph-Nicholls/dp/B0019MVKE8</p> <p>'The Thames and the city of London from Richmond House' 1747 by Canaletto https://uploads2.wikiart.org/images/canaletto/the-thames-and-the-city-of-london-from-richmond-house-1746.jpg</p>	<p>Individual Can the children create an image of a character for a class collage of a street scene based on research and demonstrating appropriate characteristic features?</p> <p>You could use Pall Mall as an example http://www.alamy.com/stock-photo-pall-mall-1807-artist-thomas-rowlandson-60164181.html</p>

	<p>Focus on identifying characteristic features of architecture and dress.</p> <p>Look at further images of polite society at this time. What impressions do these give you of the period? How does Britain see itself?</p> <p>Much of the UK was still rural. Many people lived around small market towns at this time.</p> <p>If you wish to look at the other side of the coin then Hogarth's etchings or Thomas Rowlandson's sketches will provide a wealth of detail about the poorer sections of society.</p>	<p>Further images for IWB</p> <p>http://www.whizzpast.com/secrets-scandal-5-super-spies-georgian-era/ http://www.culture24.org.uk/history-and-heritage/art460146 https://jane Austens world.wordpress.com/category/working-class/</p> <p>Images can be found in some of Thomas Rowlandson's sketches. (Do not let children use Google these as many are not appropriate for children.) See Dr Syntax Rural Sport https://commons.wikimedia.org/wiki/File:SYNTAX(1813)_-_20_-_Doctor_Syntax,_Rural_Sport.jpg</p> <p>'Departure from the Wheat sheaf and Camelford Fair' http://www.tate.org.uk/art/artworks/rowlandson-camelford-fair-n04585 http://www.tate.org.uk/art/artworks/rowlandson-departure-from-the-wheatsheaf-n04358</p> <p>See also Street Caricatures https://www.bl.uk/romantics-and-victorians/articles/street-literature</p>	
<p>Children should establish a clear narrative within the period identifying and explaining changes</p>	<p>What changes had Britain been experiencing?</p> <p>Group Split the children into three groups</p> <ul style="list-style-type: none"> A) Agricultural revolution B) Early industrial revolution C) Transport revolution <p>Each group researches one of the different themes using websites. The group then prepares a short film presentation on their theme.</p>	<p>http://www.history.com/topics/industrial-revolution http://history.parkfieldprimary.com/georgians/agricultural-revolution http://history.parkfieldprimary.com/georgians/road-transport http://history.parkfieldprimary.com/georgians/steam-engines http://history.parkfieldprimary.com/georgians/railways http://www.historylearningsite.co.uk/britain-1700-to-1900/transport-1750-to-1900/canals-1750-to-1900/ https://canalrivertrust.org.uk/enjoy-the-waterways/canal-history/the-canal-age https://canalrivertrust.org.uk/enjoy-the-waterways/canal-history/james-brindley-canal-pioneer</p>	<p>Can the children create a short film that explains the pros and cons of the theme investigated?</p>

<p>Children should describe and make links between events and changes</p>	<p>Why didn't Britain have a political revolution at this time?</p> <p>'Rights of Man, Hornpipe'</p> <p>Group Think about how Britain was organised at this time. Gather a series of images looking at homes/dress and occupation/leisure Have three figures – one upper class, one middle class, one working class. Ask children to sort the images into three groups and place each with a figure. What do they think life was like for that person? What did they do with their time?</p> <p>Whole class Provide presentation explaining system of governance and power in Britain and France. See 'Teachers' Notes' document</p> <p>Pairs then whole class Give each child either a factor from Britain (red) or one from France (blue) from the teacher's notes. Get them to explain to each other what they think they mean and why they are important.</p> <p>Whole class in two groups Get all the children with red factors together and all those with blue factors together. Get them to link up with each other and show how the different effects were linked. Get children to explain to each other what their factor is and why it is significant or how it links to others. Use to create a physical diagram. (Provide arrows or string so that children can demonstrate linkages. Provide 'end result' sheets: political revolution/no political revolution) (Link to British Values)</p> <p>Finish by listening to the 'Rights of Man'. Is this a positive or negative sound?</p>	<p>Instrumental SotWE or first part of https://www.youtube.com/watch?v=Yc7g1s6Cp9o</p> <p>http://www.bl.uk/learning/timeline/item106644.html Thomas Paine – link</p>	<p>Can children create a diagram that shows how different elements led to unrest in France or mitigated unrest in England?</p>
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<p>Children should give reasons for and results of changes and events</p>	<p>What did Britain fear about France?</p> <p>Whole class What impression does the cartoon give you about what was going on in Europe? How are England and France portrayed?</p> <p>Remind children about what had happened in the French Revolution and how this affected those in England, particularly the aristocracy. Introduce Napoleon and explain how he has taken over France and large parts of Europe.</p> <p>England began to plan for invasion:</p> <ol style="list-style-type: none"> 1. created large standing army 2. carefully mapped south of England 3. created fortifications. <p>Map out or show images of Martello Towers.</p> <p>Add information to map and timeline.</p> <p>Groups Look at image of 'Gate of Calais'. Why did Hogarth create this? What is he saying about England and France? Why did Hogarth get arrested? Can you find that happening in the painting?</p> <p>Individual Consider the relationship between France and England at this time and what contributed to it.</p> <p>Finish by listening to 'Oh the Roast Beef of old England'.</p>	<p>James Gillray, 'Pitt and Napoleon carving up the world' https://en.wikipedia.org/wiki/James_Gillray#/media/File:Caricature_gillray_plumpudding.jpg</p> <p>Information sources for teachers and source material to use with children https://www.bl.uk/romantics-and-victorians/articles/the-impact-of-the-napoleonic-wars-in-britain https://www.bl.uk/romantics-and-victorians/articles/the-impact-of-the-french-revolution-in-britain https://www.bl.uk/collection-items/map-from-a-collection-of-material-relating-to-the-fear-of-a-french-invasion</p> <p>http://www.geograph.org.uk/article/Martello-Towers</p> <p>Image and information about what is in that image http://www.tate.org.uk/art/artworks/hogarth-o-the-roast-beef-of-old-england-the-gate-of-calais-n01464</p> <p>Lyrics http://lyricsplayground.com/alpha/songs/t/theroastbeefoldengland.shtml</p> <p>SotWE or https://www.youtube.com/watch?v=v5lhjYzbfco</p>	<p>Create a table to identify ways Britain prepared for invasion and why they think they will be effective.</p> <p>What? Why? Will this work?</p>
<p>Children should begin to <i>give a few reasons</i> for the main events</p>	<p>How did you come to join the army?</p> <p>'Twa Recruitin' Sergeants'</p>	<p>YouTube version by Gaberlunzie https://www.youtube.com/watch?v=M7YwpuFya-Y or download track from Amazon</p>	<p>Can children explain why they think men volunteered for the army?</p>

	<p>You need the lyrics for children to read while listening to the song, with some translations for those not familiar with Scots dialect.</p> <p>Group task Question: How did the recruiting sergeants try to persuade men to join up? List the different problems that farm-workers might encounter.</p> <p>What other tactics did they use? Look at picture</p> <p>Look at recruiting poster from the period. How effective do you think it would be? Why do you think this?</p> <p>Gather a series of recruiting posters from other periods and other conflicts. What are the most effective elements: words or pictures?</p> <p>Individual Produce your own recruiting poster using reasons from song but including strategies from other ages. Any pictures must relate to Napoleonic period.</p>	<p>https://www.amazon.co.uk/Twa-Recruiting-Sergeants/dp/B004K6U1BS</p> <p>Lyrics http://www.rampantscotland.com/songs/blsongs_recruiting.htm</p> <p>'The Recruiting Sergeant', published by Robinson & London, London, 1 January 1814. (National Army Museum) https://collection.nam.ac.uk/detail.php?acc=1961-10-67-1</p> <p>https://en.wikipedia.org/wiki/Recruitment_in_the_British_Army#/media/File:British_Army_Recruiting_poster_Guards.jpg</p>	
<p>Homework: Investigate the local regiment and see what involvement they had with the Napoleonic Wars. Visit regimental museum or National Army Museum.</p>			

2. Enquiry: What do these varied sources tell us about the significance of these events both then and now?

<p>Children should show some understanding that our knowledge is constructed from a range of sources</p>	<p>Who contributed more to the victory at Waterloo?</p> <p>'Eighteenth June'</p> <p>Open with the sound of a bugle call. Talk about what they were used for and who used them.</p> <p>Whole class Look at two paintings <i>The final advance</i> <i>The British square</i> What impression do these two images give of the progress of the battle? Record information on IWB.</p> <p>Watch clip from film <i>Waterloo</i> again (from 4.50 to 7.00). Record impressions. Who appears to be winning? Can you tell? What words would use to describe your impressions?</p> <p>Read the lyrics while listening to the song ('Eighteenth June'). Did Wellington win and what contributed to that victory? What might the French say?</p>	<p>Song and Lyrics. Use 'Wilson Family Sing' version for lyrics https://www.youtube.com/watch?v=CcF9uyx6eTo</p> <p>Bugles http://numberonelondon.net/2016/12/listen-to-the-waterloo-bugle-being-sounded/</p> <p>http://www.4barsrest.com/news/detail.asp?id=20407</p> <p>Images of different bugles including that found with dead 14-year-old bugler http://www.telegraph.co.uk/news/uknews/11968575/The-Last-Post-Instruments-of-war-used-to-record-moving-rendition-for-Tate-Britain.html</p> <p>Wellington orders the allied generals to advance next to elm tree (at approximately 20:35) http://www.telegraph.co.uk/news/uknews/battle-of-waterloo/11676475/The-Battle-of-Waterloo-as-it-happened-on-June-18-1815.html</p> <p>The 28th regiment at Quatre Bras (at approximately 17:00) — Elizabeth Thompson (1875). https://commons.wikimedia.org/wiki/File:Butler_Lady_Quatre_Bras_1815.jpg</p> <p>https://www.youtube.com/watch?v=_N-FCf4gGoY</p>	<p>Can the children use sources to answer the key question? Are they aware that different sources may make them draw different conclusions?</p>
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	<p>Group Give out resource pack from Waterloo 200 with small images of Wellington, Napoleon and Blücher. First lay out image of who you think contributed most to winning. Then read each source. As you read the source move images up or down i.e. if Wellington's choice of tactics contributes most, move him forward in front of others. You could also create a living graph.</p> <p>At the end the group must decide, based on all the evidence, who they think contributed most to the victory. Did all the groups come to the same conclusion? Could the choice of sources have influenced the decision?</p>	<p>http://ageofrevolution.org/wp-content/uploads/2015/01/Who-Won-Waterloo.pdf</p>	
<p>Can the children select and organise information to produce structured work</p>	<p>Was Waterloo the most important event that happened?</p> <p>'Plains of Waterloo'</p> <p>Pairs Read the lyrics. Highlight all the words that show feelings or describe the battle. Add the words to a world cloud site such as Tagul. Why is the girl sad? What were the losses at Waterloo? Provide table of losses (info from Wikipedia). Further detailed info on internet for individual regiments.</p> <p>How would these losses affect the country?</p> <p>What can you tell from these figures? Add adjectives to describe feelings in relation to casualty numbers to word cloud.</p> <p>Look at images from website and add adjectives to word cloud to describe.</p> <p>Create word cloud.</p>	<p>Song https://www.youtube.com/watch?v=ezLk0ST_Dhl Lyrics http://www.traditionalmusic.co.uk/folk-song-lyrics/Plains_of_Waterloo(5).htm</p> <p>https://tagul.com/</p> <p>http://en.wikipedia.org/wiki/Battle_of_Waterloo http://www.britishbattles.com/napoleonic-wars/battle-of-waterloo/</p>	<p>Can the children use a range of sources to demonstrate their understanding of the consequences of the battle?</p>

	How is Waterloo remembered now? Can you find some contemporary references to it in place-names, memorials or other forms of remembrance?		
<p>Children should know that some individuals have been interpreted in different ways and suggest possible reasons for this</p>	<p>Was Napoleon such an important person?</p> <p>'Boney was a warrior'</p> <p>Whole class Use lyrics to place some of locations on map and add battles to timelines.</p> <p>Explain the significance and purpose of Regimental Colours. Look at some regimental battle honours on those colours e.g. 24th Foot.</p> <p>Individual Give children a battle to research from Napoleon's campaigns (use Wikipedia list as it extensive). Add battle to map and timeline</p> <p>What does this tell you about how successful Napoleon was? Napoleon's name is used to frighten children. See quote from Betsy Balcombe.</p> <p>Napoleon is captured and sent to Elba then escapes. After Waterloo he is sent to St Helena Add to map and timeline</p> <p>Why do you think there are so many caricatures of Napoleon in exile? Balance these with some portraits particularly those painted by the French.</p> <p>Whole class Why was Napoleon sent to St Helena and what was it like as a place? Try to match modern-day images to map.</p>	<p>SotWE or https://www.youtube.com/watch?v=qrl2h4Zo5U Lyrics http://www.shanty.org.uk/archive_songs/boney.html</p> <p>http://www.britishempire.co.uk/forces/armyunits/britishinfantry/24thfootcolours1866.htm</p> <p>https://en.wikipedia.org/wiki/Template:Napoleonic_Wars</p> <p>http://shannonselein.com/2016/09/boney-bogeyman/</p> <p>http://shannonselein.com/2016/09/caricatures-napoleon-st-helena/</p> <p>Map of St Helena http://ageofrevolution.org/200-object/map-st-helena-made-captain-john-barnes-1811/ Website of St Helena today http://sthelena-tourism.com/</p>	Can the children complete a character sketch of Napoleon to decide if he was a hero or a villain?

	<p>Read <i>My Napoleon</i> by Catherine Brighton Does this change your opinion of Napoleon?</p> <p>Individual Character sketch</p> <table border="1" data-bbox="362 276 922 608"> <thead> <tr> <th data-bbox="362 276 490 381">Adjective</th> <th data-bbox="490 276 609 381">Why I think this</th> <th data-bbox="609 276 922 381">Evidence to support this</th> </tr> </thead> <tbody> <tr> <td data-bbox="362 381 490 571">Unlucky</td> <td data-bbox="490 381 609 571">He nearly won the battle of Waterloo</td> <td data-bbox="609 381 922 571">'While the British squares were holding they were almost finished and only the arrival of the Prussians saved the day.' (Wellington)</td> </tr> <tr> <td data-bbox="362 571 490 608"></td> <td data-bbox="490 571 609 608"></td> <td data-bbox="609 571 922 608"></td> </tr> </tbody> </table>	Adjective	Why I think this	Evidence to support this	Unlucky	He nearly won the battle of Waterloo	'While the British squares were holding they were almost finished and only the arrival of the Prussians saved the day.' (Wellington)					
Adjective	Why I think this	Evidence to support this										
Unlucky	He nearly won the battle of Waterloo	'While the British squares were holding they were almost finished and only the arrival of the Prussians saved the day.' (Wellington)										
<p>Children should describe and make links between events and changes</p>	<p>What was England like after the Napoleonic Wars?</p> <p>'Peterloo Massacre'</p> <p>Whole class After Waterloo there were large social issues with famine and unemployment. People began to agitate for change. They wanted to be able to change what they felt were unfair laws such as the corn tax. A march was held in Manchester in 1819 that was broken up by the cavalry with loss of life and a considerable injury toll. Add to timeline What does this tell us about the changes sweeping Britain? How does this relate to Waterloo?</p> <p>Look at image 'people all tattered and torn' from <i>The political house that Jack built</i> by William Hone.</p> <p><i>These are THE PEOPLE all tatter'd and torn, Who curse the day wherein they were born, On account of Taxation too great to be borne, And pray for relief, from night to morn; Who, in vain, Petition in every form, Who, peaceably Meeting to ask for Reform, Were sabred by Yeomanry Cavalry</i></p>	<p>Song (from 1.00) https://www.youtube.com/watch?v=IHG2iKY33WY Lyrics http://www.oldhamtinkers.com/peterloo.html</p> <p>https://www.bl.uk/romantics-and-victorians/articles/the-impact-of-the-napoleonic-wars-in-britain</p> <p>https://www.bl.uk/romantics-and-victorians/articles/the-peterloo-massacre https://www.peterloomassacre.org/history.html</p> <p>http://www.wcml.org.uk/silo/images/house-that-jack-built-3_300x204.jpg</p>	<p>Can the children demonstrate an understanding of how the events in Manchester were part of a chain of events that led to political change?</p>									

	<p>Look also at the illustrations of what the 'treasure in the political house is'. What are these bills and why are they important? (Link to British Values)</p> <p>Group Look at images and accounts from the event to decide what happened and who was to blame. How did this reflect other events that had happened across Europe and America? Why was this called Peterloo?</p> <p>Group task Create a padlet page with at least eight entries. Children need to demonstrate an understanding of the reason for the unrest and how it was linked to previous events. Could this be linked to other revolutions? Each entry must have the image of a source and an explanatory text. There must be one entry for one of the speakers and one related to an account of someone at the event. Explanatory notes should reflect on objectivity of sources.</p> <p>Whole class Look at previous and subsequent developments for political suffrage and human rights: Chartists/Suffragettes/abolition of slave trade/Catholic emancipation/ growth of trade unions and co-operatives/ work of radical reformers</p>	<p>https://www.rc.umd.edu/editions/hone/vwealth.htm</p> <p>Some links to provide starting places. You will need to select extracts or create an information pack.</p> <p>http://womenradicals.blogspot.co.uk/2014/09/women-at-peterloo-massacre.html</p> <p>http://www.wcml.org.uk/our-collections/object-of-the-month/william-hones-1819-pamphlet-the-political-house-that-jack-built/</p> <p>http://www.nationalarchives.gov.uk/education/politics/g4/</p> <p>http://www.nationalarchives.gov.uk/humanrights/1815-1848/doc-peterloo-image.htm</p> <p>http://www.teachinghistory100.org/objects/about_the_object/peterloo_h andkerchief</p> <p>https://www.bl.uk/romantics-and-victorians/articles/the-peterloo-massacre</p> <p>https://padlet.com/</p> <p>https://www.parliament.uk/about/living-heritage/transformingsociety/</p> <p>https://www.parliament.uk/about/living-heritage/transformingsociety/electionsvoting/vote-100/</p>	
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	<p>Group Add one further entry to padlet page with a source linked to one of these events. Why have they chosen this and how representative is it?</p>		
<p>Homework: <i>How were any of these events linked to my area?</i> Research to find links with particular events including the Battle of Waterloo and civil protest or co-operative movements and the work of radical transformers or philanthropists. Look at street names and local history in library.</p>			
<p>Assembly idea: Create a series of freeze-frame images to tell different parts of the story from the unit. Use timeline and map to locate these for school. Learn and sing at least one of the folk songs. <i>'Over the hills and Far away'</i> would be good with a drum for percussion.</p>			

How will this enquiry help children to make progress in history?

The activities address a number of historical and broader concepts as well as an expanding database of knowledge related to the Georgian period through political, economic, social, religious and cultural perspectives. This awareness should include big picture/outline as well as depth, based on more detailed analysis and case studies.

These skills and concepts include:

- acquisition of specialised vocabulary and terminology and reinforcement of that acquired earlier in a broader range of contexts;
- a sense of the distinctiveness of a society including its key features;
- historical enquiry;
- historical narrative and sequence and a sense of chronology and duration;
- a sense of space and geography;
- cause, consequence and motivation including imagining choices;
- change, continuity, progression and regression;
- comparison and contrast, similarity and difference, variety;
- an understanding of the nature and use of evidence;
- constructing accounts including investigation, selection, organisation, effective communication including summarising.

How might this enquiry be adapted for children of different ages and different abilities?

There are certain key ideas it is important that children of all ages and abilities confront, namely:

- that this conflict shaped the period and how Britain related to other parts of the world;
- that the events of the Napoleonic wars were commemorated in popular songs and both patriotic and satirical images;
- that as well as being shaped by past revolutions, this period was also linked to and instrumental in future changes.

This unit is aimed at Years 5 or 6. Younger or less able children could:

- focus more on individuals, for example having a similar session to that of Napoleon for Wellington and Nelson;
- look for examples of how Napoleonic Wars are remembered in national and local examples e.g. Waterloo station/Trafalgar Square/Salamanca Road/chicken Marengo recipe.