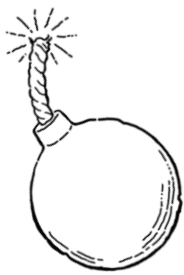


This unit introduces children to siege warfare and the effect of The British Civil Wars on civilians everywhere. The activities can be used flexibly as single lessons or to resource longer historical enquiries. A range of fiction and non-fiction text types could be used in literacy lessons.

### National Curriculum Learning Objectives

- *learn to construct informed responses that involve thoughtful selection and organisation of relevant historical information.*
- *understand how our knowledge of the past is constructed from a range of sources*



## Overview of Resources

### Introduction

**2**

Teachers' Notes  
'Sieges of the British Civil Wars'

**2.1**

Ten Siege Words  
Vocabulary list for children's books

### Activities

**2.2**

#### Besiege a Garrison

Learn about siege warfare and plan an attack on Basing House

**2.3**

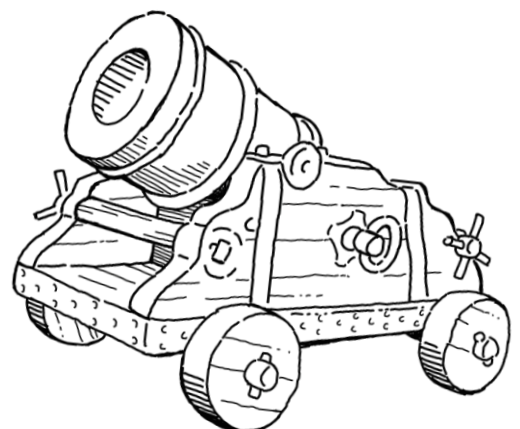
#### Siege Objects

Examine museum objects using 3D scans, primary sources, a fictional account and a specially commissioned film

**2.4**

#### What did Ordinary People Lose?

Discover the effect of civil war on small communities everywhere by examining real archive material



## 2.2

### Besiege a Garrison

An army is **surrounding** this castle and **cutting it off** from the outside world.

The army is trying to force the people inside to **surrender** by starving them and **bombarding** them with cannon fire.

This is called a **SIEGE**.



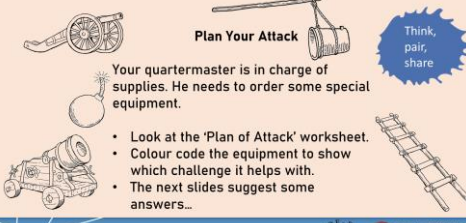
NATIONAL CIVIL WAR CENTRE

#### Plan Your Attack

Think, pair, share

Your quartermaster is in charge of supplies. He needs to order some special equipment.

- Look at the 'Plan of Attack' worksheet.
- Colour code the equipment to show which challenge it helps with.
- The next slides suggest some answers...

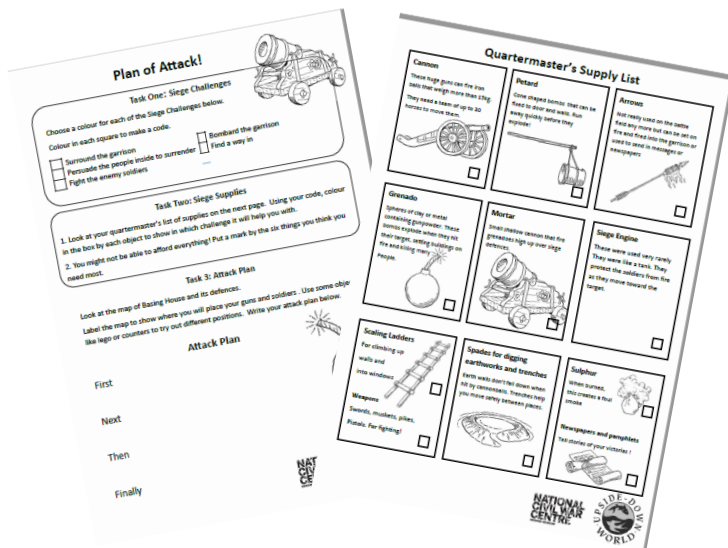


NATIONAL CIVIL WAR CENTRE

This PowerPoint slide pack introduces the sieges of the British Civil Wars. Children work in role as Oliver Cromwell to storm the royalist garrison at Basing House.

### 2.2a

#### Plan of Attack



**Plan of Attack!**

Task One: Siege Challenges

Choose a colour for each of the Siege Challenges below. Colour in each square to make a code.

- Surround the garrison
- Bombard the garrison
- Persuade the people inside to surrender
- Fight the enemy soldiers
- Find a way in

Task Two: Siege Supplies

1. Look at your quartermaster's list of supplies on the next page. Using your code, colour in the box by each object to show in which challenge it will help you with.

2. You might not be able to afford everything! Put a mark by the six things you think you need most.

Task 3: Attack Plan

Look at the map of Basing House and its defences. Use some clip art to show where you will place your guns and soldiers. Use some clip art like flags or counters to try out different positions. Write your attack plan below.

**Attack Plan**

First

Next

Then

Finally

**Quartermaster's Supply List**

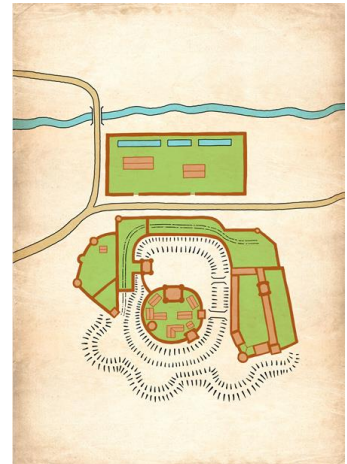
- Cannon**: These huge guns can fire the most powerful charge more than 10kg. They need a team of up to 30 horses to move them.
- Mortar**: One shaped barrel that can be used to drop and walk down many walls before they explode.
- Arrows**: Not really used on the battle. But any more that can be used to send a message or messenger.
- Grenade**: Spheres of clay or metal containing explosive. These come in many sizes they fit over a range, using handles on the neck holding many people.
- Mortar**: One shaped barrel that fire grenades high up over siege defences.
- Siege Engine**: These were used very rarely. They were like a tank. They protect the soldiers from the target.
- Scaling Ladders**: For climbing up walls and into defences.
- Spades for digging**: earthworks and trenches were used to dig down when all by themselves. Trenches help you move safely between positions.
- Sapper**: When burned, it creates a true smoke.
- Newsletters and pamphlets**: The morale of your soldiers!
- Weapons**: Swords, muskets, pikes, pistols. For fighting!

NATIONAL CIVIL WAR CENTRE

Children colour code the objects that will help them to undertake 5 key Siege Challenges.

### 2.2b

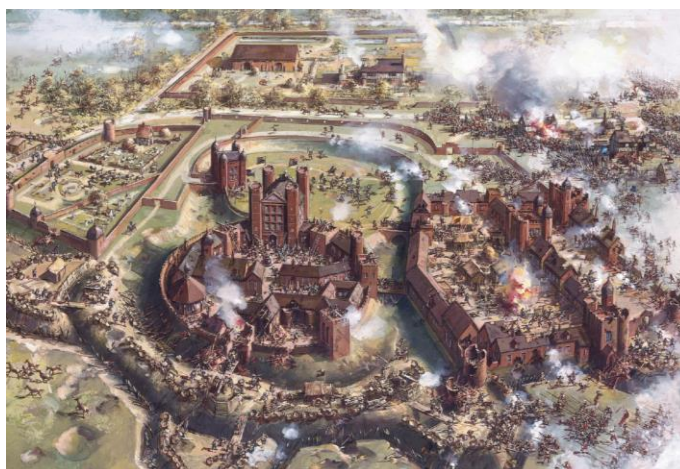
#### Map of Basing House



Children place classroom resources such as Lego or counters on the map of Basing House to represent their cannon, soldiers and earthworks.

### 2.2c

#### The storm of Basing House



With the kind permission of The Hampshire Cultural Trust, this illustration offers a visual representation of the events of the 14<sup>th</sup> October 1645. Children search for the key events in the illustration and find out if their attack is successful.

## 2.3 Siege Objects



PowerPoint slides introduce 3 museum objects that can be viewed in 3D as digital scans. Using these images and the resources below, children learn about the significance of these amazing artefacts. A specially commissioned film introduces the children to Mary and Thomas, the soldier billeted in her house. These characters demonstrate how the objects were used in everyday life under siege.

### 2.3a

#### STAR Object Observation Sheet

**STAR** Object Observation sheet

See Think Ask Research

Look closely at the object. Draw it below. Use the small boxes to add labels.

SEE:

Use this sheet with any object

Note down some of these details:

Signs of use and wear	Patterns and shapes	Things that surprise you	Measurements
Where the user put their hands	Parts that moved		

### 2.3b

#### Ferrara Facts

**Ferrara Sword**

Find 10 facts in this information and write them below

This is a cavalry sword, used by a soldier who fought on horseback. It has a 'basket hilt' to protect the hand of the person who carried it into battle. The words 'Andrea Ferrara' are engraved on the blade.

Andrea Ferrara was a famous master sword-maker. We know very little about him, but he may have trained in Italy and then travelled to Scotland. Lots of the best Scottish sword blades have this name on them. These blades are sharp and very flexible, and there were rumours that Mr Ferrara wore a hat with a sword blade curled up inside it!

The blades of these swords were very strong, even though they could bend. They rarely broke, even when used to slash at all angles in heavy fighting. No one knows how they were made to be so strong, but some people think they were made of layers of iron and steel. Like many swords, they had a groove down the centre, called a 'fuller'. This made the sword as light as possible without losing any strength.

1	6
2	7
3	8
4	9
5	10

Children use the thinking routine 'See, Think, Ask, Research' to observe objects closely and find out more about them.

Using this information text, children find 10 facts about the Ferrara Sword

### 2.3c and d

#### Bellarmino jug sources

**The Witch-Bottle**

I remember a very remarkable story, told to me by Mr Broomly, once a fellow of Christ's College, in Cambridge, who lodged in a house in Suffolk, where his landlady had been harassed by a witchcraft.

An old travelling man knew the landlady of a house and called in there one day to visit her and ask if she was well. Her husband answered the door and told him that she wasn't well at all. She was haunted by a thing in the shape of a bird that flew near her face so that she couldn't sleep. "Don't worry" said the old man "it's just a troublesome spirit". I know just how to get rid of it. He advised him to take a bottle and put his wife's urine into it, together with pins, needles and nails and then push a cork firmly into the bottle's neck. He told him to put the bottle onto the fire, making sure that the cork was set tightly so that it couldn't fly out. The man did as he was told, filled the bottle, pushed a cork into it and put it onto the fire. After it had heated up for a while, the cork began to jiggle. The man took the fire shovel and held it onto the cork and keep it in. All of a sudden, the cork bounced out, and the pins, nails and needles all flew out too, making a sound like pistol. His wife was just as ill as before.

Not long afterwards, the old man came to the landlady again, and asked how the landlady was. Once more, he answered the door. "She is as ill as ever, if not worse."

**Task One**  
Using what you know from source 1 and using your best guesswork, label the picture on the next page to show what you think is inside.

**Task Two**  
This object is going to be displayed in a museum. The museum curator would like to put a label next to this amazing object to give visitors some information about it. Can you write a label for this object, using only 30 words or less?

The magical secrets of the Bellarmino jug are revealed through a contemporary source and an object x-ray

Object label

### 2.3e

#### Diary of a Siege

Written by 'Mary Clay', a character from our film, this fictional account of life under siege could be used in guided reading lessons.

**Diary of a Siege**  
By Denise Greany

Mary Clay, Newark, 1646  
January 6

It is not the noise I hate the most, although cannon make a sound much louder than Sunday bells and you can feel the ground shaking as far as our house, though the fighting is on the other side of the earth wall. My father helped build it, and mother and I believe because Margaret Hildin and her family sent to church as often as we our new Margaret and her mother are under the ground. It's not even the soldiers that fill our town to bursting. For God knows where would we be without them? Every house has at least one. Mother says our mother is in the world with its side see payment for his keep? I like him, the makes me laugh and even let me hold his shining blade, signed by Andrea Ferrara. "The finest sword maker in the world" our soldier said. Mother said she carried it in my hand again our soldier could find bed and board help her, and that if he placed it in my hand again our soldier could find bed and board with the rountheaded scots and to hell with him.

It's none of that noise and soldiers and fighting have been with us months since the last autumn leaves fall and the snow began. No, it's the waiting I hate. I can't play near the river as I used to and there is scarcely any bread to collect from market or coin to pay for it if there were. Waiting. For what? For father to come back from the scouse, the star-shaped fort where he defends the town. He is so close and yet we have not seen him this past week, so fierce is the fighting. They say we almost captured the enemy commander and that is why they bombard the town. But I must wait with mother. I must mend our soldier's clothes, and boil for him what food we have and pour him beer from the jug with the bearded, scowling face. I must wait.



## 2.4 What did Ordinary People Lose?

These PowerPoint slides introduce children to real archive material. Meet John Chamberlaine and Elizabeth Groves and find out what soldiers took from them during the British Civil Wars.

Civil war reached everyone, everywhere.

Choose a character. Click on their picture to find out what they lost.

How much money did I have to give the soldiers for their food?

UPSIDE-DOWN WORLD NATIONAL CIVIL WAR CENTRE

### 2.4a Loss Account Page

Provision for souldiers	01:0:0
Woad burnt	00:12:0
Lost two table cloth, two towell, three pillow bint, a face cloth, three appons, two handkerchiefs, two mens cloths, five yards of sheet, a blanket and a ppgre of bntye of my son	04:1:0
Eliza Groves her mth	05:13:0
	17:11:0
for three quart of Malt	04:0:0
Lost fifty and twenty sheep	20:0:0
One Mare, boyes saddle, boot, and spur	06:0:0
Three blankets, w other things to the value of	02:9:0
Barley and Peale rater, and dis trayed on the fild w their horse	02:0:0
John Chamberlaine mth	52:0:0
	05:10:0
Provision for souldiers	02:0:0
Woad and rant side burnt	01:0:0
Lost one Horse	02:0:0
One holland sheet, two flaxen sheet, three pillow bint, one table cloth, two yards of holland sheet, one blanket, one Hiding, and one hatt w other household good, in all amounting to	04:0:0
Barley and Peale rater, and dis trayed on the fild w their horse	06:13:4
John Chamberlaine	21:3:4
	03:6:8
Provision for souldiers	01:13:4
Lost two and twenty sheep	06:0:0
One yards of sheet, four yards of wollen cloth, and other Comens to the value of	01:3:0
Comens rater, & trayed w their horse	00:10:0

This list of losses from a Warwickshire village offers children an accessible primary source.

Guided by the characters in the slides above, children find key words and phrases that help them to imagine the seventeenth century world. They find out which things were precious to people in the past and imagine the devastating effect of the war's intermingling of military and civilian life