

Overview

These teaching resources are aimed for use in a sixth form classroom.

The pack contains plans for eight consecutive lessons (2/3 weeks of teaching). The first six lessons lead towards a two-lesson small group project revolving around the Medieval and Tudor Ships website (<http://medievalandtudorships.org/>).

The first six lessons involve use of the online database in a variety of ways (usually in the form of a demonstration by the teacher), such that by the time the students get to lessons 7/8 they will have a solid skillset with which to use the database and be able to deploy various methods in their group projects.

The final group projects lend themselves well to transformation into EPQ projects (as either group or individual projects – see <https://filestore.aqa.org.uk/subjects/AQA-7993-W-TG-GGP.PDF>).

The pack contains the following:

- 8 lesson plans
- 8 PowerPoint presentations
- 6 corresponding worksheets/handouts

The 8 lessons are as follows:

Lesson	Theme	Title	Brief Description
1	Background	The Rise of a Maritime Empire	<p>The first lesson will provide a broad background to the history of England's rise as a global maritime power. This will very (!) briefly cover the requisitioning of mercantile vessels for military use, the voyages of discovery, the use of privateering in the Anglo-Spanish war, and the rise of the East India Company. In combination, these topics will allow students to gain an understanding of the role of maritime commerce in the establishment of England as a maritime power. The aim of approaching the topic in this way is that they understand the broader importance of the commercial activity that will be the focus of the remaining lessons.</p> <p>Link to database: teacher introduces database for the first time, explaining that it contains details of 40,000+ commercial voyages</p>
2		Trade and Commerce in Early Modern England	<p>The second lesson will build on students' understanding of the role of commercial maritime activity in broader geopolitical themes of the period and look deeper and the practical trends in English commercial expansion. This lesson will provide a broad timeline of the major commercial trends over the period.</p>

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			<p>Link to database: teacher uses database to bring up examples of voyages that s/he can link to the established historiography to determine likely commodities transported.</p>
3	"Doing history" (sources and methods)	Historiography and Traditional Methods	<p>Having briefly introduced the concept of historiography in lesson 2, this next section will challenge students to think in more depth about how historians have reached the conclusions that they have regarding England's maritime history. It will provide an introduction to the typical sources and methods used in the past and encourage students to think about how those sources could be critiqued.</p> <p>Link to database: used as example of how to utilise old sources in new ways</p>
4		New Developments	<p>Lesson 4 expands on the themes of lesson 3 by encouraging students to think about groups that may have been overlooked in the traditional "top down" historiography and exploring how modern technology can help to develop and expand our knowledge.</p> <p>Link to database: teacher pulls up voyages for students to plot on a map</p>
5	Mariners in early modern England	Maritime Skills and Navigation	<p>The third theme focuses on mariners themselves and builds on lessons 3/4 regarding the extension of history to include the full spectrum of society. In lesson 5, students will gain a broad overview of the skills needed to engage in maritime trade and very briefly the means through which mariners obtained those skills.</p> <p>This lesson involves more passive learning from the teacher, somewhat akin to a university lecture, with the intention of preparing students for different forms of teaching they will receive if they continue to university level. The knowledge from this lesson will be expanded on practically in lessons 6-8.</p> <p>Link to database: links back to John Holford from lesson 4 – expands on potential of database technology etc.</p>
6		The socio-economic position of mariners	<p>Lesson 6 will again encourage students to think about the spectrum of individuals engaged in the maritime industry. This</p>

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			<p>lesson will involve comparing individuals found in the database to another (already transcribed) source in order to understand their position within society (in terms of wealth).</p> <p>Link to database: involves cross-referencing data in the database with additional sources.</p>
7	Group projects	Case studies	<p>For the final two lessons, students will be split into groups of 2-3 and will require direct access to the database (i.e. access to a computer or tablet per group).</p> <p>Throughout the two lessons students will undertake a small case study culminating in a brief report or presentation (teacher's choice) on their findings.</p>
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