



SchoolMAte Teachers' notes



City Communities

Key Stage Three National Curriculum links



Documents:

- ▶ Charter of William I, 1067
- ▶ Charter of King John, 1215
- ▶ Magna Carta, 1297

THEME: 'THE CITY OF LONDON AND THE MONARCHY'

NC Link -

- ▶ **HISTORY 3b Historical Interpretation** "Pupils should be taught to evaluate interpretations..."
- ▶ **HISTORY 8 Britain 1066-1500** "A study of major features of Britain's medieval past: the development of the monarchy, and significant events and characteristic features of the lives of people..."
- ▶ **ENGLISH En2 1a** "Pupils should be taught to extract meaning beyond the literal, explaining how the choice of language... affects implied and explicit meanings."
- ▶ **ENGLISH 1d**, "Pupils should be taught to identify the perspectives offered on individuals, community and society."





City Communities

Key Stage Three Worksheet (1 of 4)



Documents:

- ▶ Charter of William I, 1067
- ▶ Charter of King John, 1215
- ▶ Magna Carta, 1297

THEME: 'THE CITY OF LONDON AND THE MONARCHY'

Go to City Communities, and click on 'Documents'. Documents such as charters can help explain the relationship between the City of London and the monarchy.

Look at the transcript of the Charter of William I, 1067. The charter was written a few months after William's victory at the Battle of Hastings in 1066.

- ▶ What tone does this document have? Is it friendly or threatening?
- ▶ Why do you think William I is keen to be seen as law-worthy?
- ▶ What two things does William promise?

THINK! *Would you have expected a victorious conqueror to have made such promises? What clues does this document give you about the power of the City of London?*





City Communities

Key Stage Three Worksheet (2 of 4)



Documents:

- ▶ Charter of William I, 1067
- ▶ Charter of King John, 1215
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THEME: 'THE CITY OF LONDON AND THE MONARCHY'

Go to City Communities, and click on 'Documents'. Documents such as charters can help explain the relationship between the City of London and the monarchy.

Look at the transcript of the Charter of King John, 1215. John's power was being threatened by the powerful barons in 1215.

- ▶ Why do think John gives permission for the City to elect a mayor every year?
- ▶ How long can the mayor serve for?
- ▶ Who do they have to be faithful to?
- ▶ What other freedoms do the people of the City of London have?

THINK! Do you think John is a powerful or weak king? Why? What clues does this document give you about the power of the City of London?





City Communities

Key Stage Three Worksheet (3 of 4)



Documents:

- ▶ Charter of William I, 1067
- ▶ Charter of King John, 1215
- ▶ Magna Carta, 1297

THEME: 'THE CITY OF LONDON AND THE MONARCHY'

Go to City Communities, and click on 'Documents'. Documents such as charters can help explain the relationship between the City of London and the monarchy.

To get the transcript of the Magna Carta click on 'transcript' from the Documents page and follow the link at the bottom of the next page through to the British Library website (this opens in a new window).

The charter was granted on the 9th May, 1215. It is a very long document. The original is not subdivided, but the transcript has been divided into numbered sections.

Look at the following parts of Magna Carta.

Section 13:

- ▶ What promise is made to the City of London and other cities, boroughs, towns and ports?

Section 41:

- ▶ Why would it be important for merchants to travel freely?
- ▶ Why would this be of particular importance to the City of London?

Keep going for more questions...





City Communities

Key Stage Three Worksheet (4 of 4)



Documents:

- ▶ Charter of William I, 1067
- ▶ Charter of King John, 1215
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THEME: 'THE CITY OF LONDON AND THE MONARCHY'

Go to City Communities, and click on 'Documents'. Documents such as charters can help explain the relationship between the City of London and the monarchy.

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The charter was granted on the 9th May, 1215. It is a very long document. The original is not subdivided, but the transcript has been divided into numbered sections.

Look at the following parts of Magna Carta.

Section 52:

- ▶ What does this section tell us about John's behaviour?
- ▶ In what circumstances can John hang on to other people's property?

***THINK!** The Magna Carta is a very long and detailed document. It relates to the country as a whole as well as to The City of London. The fact that so many different things were included in Magna Carta gives us an idea of how people felt their freedoms were being taken away.*

GET HELP! Use the City Communities Timeline to get more information to support your work on documents.





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Key Stage Three National Curriculum links



Documents: Indenture of Katherine Noughe, 1392

THEME: 'WORKING LIFE IN MEDIEVAL LONDON'

NC Link -

- ▶ **HISTORY 3b Historical Interpretation** "Pupils should be taught to evaluate interpretations..."
- ▶ **HISTORY 8 Britain 1066-1500** "A study of major features of Britain's medieval past: the development of the monarchy, and significant events and characteristic features of the lives of people..."
- ▶ **ENGLISH En2 1a** "Pupils should be taught to extract meaning beyond the literal, explaining how the choice of language... affects implied and explicit meanings."
- ▶ **ENGLISH 1d** "Pupils should be taught to identify the perspectives offered on individuals, community and society."





City Communities

Key Stage Three Worksheet



Documents: Indenture of Katherine Nougale, 1392

THEME: 'WORKING LIFE IN MEDIEVAL LONDON'

Go to the City Communities section, and click on 'Audio Gallery'. Click on the 'Transcript' for the story of Katherine Nougale, Apprentice Silkthrowster, 1392. The third image on the page is her indenture. Click on the image and this will take you to a large version written in Latin, and an English transcript.

In pairs read through the transcript carefully. Make a note of any words you do not understand. You can look them up in a dictionary.

- ▶ How must Katherine treat Avice at all times?
- ▶ What things is Katherine forbidden to do at Avice's house?
- ▶ When can Katherine go to the tavern?
- ▶ Who has to give permission before Katherine can marry?
- ▶ Where must Katherine be, "by day or by night"?
- ▶ What do you think the "usage and custom of the City of London" might be?
- ▶ To what standard must Avice teach Katherine?
- ▶ What things must Avice provide for Katherine?
- ▶ Who are the witnesses on the indenture?

SOMETHING TO THINK ABOUT! *Imagine what Katherine's life would have been like. Do you think you would enjoy this kind of life? Why did people feel it was important for children to train in a craft so early?*

LOOK CLOSER! *Look at the top of the document. It is cut in a zigzag shape. When a master or mistress and an apprentice signed and sealed an indenture, it was cut in half in this way. The apprentice would keep one half and the master or mistress the other.*





SchoolMAte Teachers' notes



City Communities

Key Stage Three National Curriculum links



Stories: Dick Whittington, circa 1350-1423

THEME: 'WORKING LIFE IN MEDIEVAL LONDON'

NC Link -

- ▶ **HISTORY 4a** “Pupils should be taught to identify, select and use a range of appropriate sources of information...”
- ▶ **HISTORY 8 Britain 1066-1500** “A study of major features of Britain’s medieval past: the development of the monarchy, and significant events and characteristic features of the lives of people...”





City Communities

Key Stage Three Worksheet (1 of 4)



Stories: Dick Whittington, circa 1350-1423

THEME: 'WORKING LIFE IN MEDIEVAL LONDON'

When you reach the City Communities section on the website, click on 'Stories'. Click on the story of Dick Whittington. Find the link to 'Dick Whittington and his Cat' and 'The True Story of Dick Whittington.'

- ▶ Print off both stories.

Most people in Britain know the legend of Dick Whittington and his Cat. It is included in collections of stories for children and it is also popular as a subject for Christmas pantomimes.

- ▶ How does the popular story compare with what we know from historic records? **To try and find out answer the following questions about each story.**

Dick Whittington and his Cat	The True Story of Dick Whittington
Where did Dick live at the start of the story?	Where did Richard live at the start of the story?
Who were his parents?	Who were his parents?

Keep going for more questions...





City Communities

Key Stage Three Worksheet (2 of 4)



Stories: Dick Whittington, circa 1350-1423

THEME: 'WORKING LIFE IN MEDIEVAL LONDON'

Dick Whittington and his Cat	The True Story of Dick Whittington
Why did Dick go to London?	Why did Richard go to London?
What job did Dick do first?	What job did Richard do first?
Did Dick buy anything?	Did Richard buy anything?
Did Dick stay in London or run away?	Did Richard stay in London or run away?
What king did Dick work for?	What king did Richard work for?

Keep going for more questions...

www.cityoflondon.gov.uk/learningzone





City Communities

Key Stage Three Worksheet (3 of 4)



Stories: Dick Whittington, circa 1350-1423

THEME: 'WORKING LIFE IN MEDIEVAL LONDON'

Dick Whittington and his Cat	The True Story of Dick Whittington
How does Dick become a rich man?	How does Richard become a rich man?
How many times was Dick mayor?	How many times was Richard mayor?
Did Dick have any other important jobs?	Did Richard have any other important jobs?
Did Dick become a knight?	Did Richard become a knight?

Keep going for more questions...





City Communities

Key Stage Three Worksheet (4 of 4)



Stories: Dick Whittington, circa 1350-1423

THEME: 'WORKING LIFE IN MEDIEVAL LONDON'

Dick Whittington and his Cat	The True Story of Dick Whittington
Who did Dick marry?	Who did Richard marry?
What was important about Dick's will?	What was important about Richard's will?

SOMETHING TO THINK ABOUT! Men like Richard Whittington were keen to make a difference to their communities by getting involved in local politics and giving generously to various projects. In medieval times contributing in this way was as much an act of religious worship and devotion as an act of duty or charity. Go back over Richard Whittington's story and think about the differences he made and why. It may tell us why he is remembered today.





SchoolMAte Teachers' notes



City Communities

Key Stage Three National Curriculum links



Audio Gallery:

Katherine Nougale, Apprentice Silkthrowster, 1392

THEME: 'WORKING LIFE IN MEDIEVAL LONDON'

NC Link -

- ▶ **HISTORY 3b Historical Interpretation** "Pupils should be taught to evaluate interpretations..."
- ▶ **HISTORY 8 Britain 1066-1500** "A study of major features of Britain's medieval past: the development of the monarchy, and significant events and characteristic features of the lives of people..."
- ▶ **ENGLISH En1 Listening 2a** "...pupils should be taught to concentrate on and recall the main features of a talk, reading..."





City Communities

Key Stage Three Worksheet



Audio Gallery:

Katherine Noughe, Apprentice Silkthrowster, 1392

THEME: 'WORKING LIFE IN MEDIEVAL LONDON'

The story of Katherine in this audio play is a fictional one, although we know that she really existed.

How good are you at listening? Try this quiz! Start the play running, and see if you can write down the answers to these questions as it goes along.

Check your answers at the end by clicking on the word 'transcript', and reading the story in words. Compare your results with a friend. Who has the best listening skills?

- ▶ Where did Avice Wodeford take Katherine on the first day of her apprenticeship?
- ▶ What did Katherine see?
- ▶ What is Katherine a member of?
- ▶ How did Katherine's parents die?
- ▶ Why doesn't Katherine like the tavern?
- ▶ What does Katherine's brother say about her work?
- ▶ Why does Katherine need to go to church to ask forgiveness?





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City Communities

Key Stage Three National Curriculum links



Audio Gallery:

Zachariah Syms, Apprentice Haberdasher, 1664

NC Link -

- ▶ **HISTORY 3b Historical Interpretation** "Pupils should be taught to evaluate interpretations..."
- ▶ **HISTORY 9 Britain 1500-1750** "A study of crowns, parliaments and people: the major political, religious and social changes affecting people..."
- ▶ **ENGLISH En1 Listening 2a** "...pupils should be taught to concentrate on and recall the main features of a talk, reading..."





City Communities

Key Stage Three Worksheet



Audio Gallery:

Zachariah Syms, Apprentice Haberdasher, 1664

The story of Zachariah in this audio play is a fictional one, although we know that he really existed.

How good are you at listening? Try this quiz! Start the play running, and see if you can write down the answers to these questions as it goes along.

Check your answers at the end by clicking on the word 'transcript', and reading the story in words. Compare your results with a friend. Who has the best listening skills?

- ▶ What trade is Zachariah apprenticed to?
- ▶ Why is Zachariah pleased to see King Charles II back on the throne?
- ▶ Where has Zachariah been recently?
- ▶ How has Zachariah's master upset him?
- ▶ What event did Zachariah go to see?
- ▶ Who did he see?
- ▶ In what ways did Zachariah think his 'adventure' would be useful?
- ▶ Who does Zachariah think his master supported in the English Civil War?





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Key Stage Three National Curriculum links



Stories: Sailors, circa 1771-1772

NC Link -

- ▶ **HISTORY 4a** “Pupils should be taught to identify, select and use a range of appropriate sources of information...”
- ▶ **HISTORY 10** Britain 1750 – 1900 “A study of how expansion of trade and colonization, industrialization and political changes affected the United Kingdom...”
- ▶ **ENGLISH En2 1a** “Pupils should be taught to extract meaning beyond the literal, explaining how the choice of language... affects implied and explicit meanings.”





City Communities

Key Stage Three Worksheet (1 of 2)



Stories: Sailors, circa 1771-1772

When you reach the City Communities section on the website, click on 'Stories'. Click on the story of the Sailors.

We know about the sailors John Kirkuff, George Adams and Thomas Caylon because they applied to Langham's Charity in 1771.

The purpose of Langham's Charity was to help soldiers and seamen and their families who were living in poverty. Applicants were invited to write to the Mayor and Aldermen, who would choose some of them to receive grants.

Consider the case of either John Kirkuff, George Adams or Thomas Caylon.

Read their original petition and try and answer the following questions:

- ▶ What do the men tell us about their naval careers?
- ▶ What personal hardships have they endured?
- ▶ How are their families affected by their circumstances?
- ▶ What are their living conditions like?
- ▶ What words and phrases have the men used to make their claims seem stronger?

Use the story to help you with this where necessary.
The men were all refused help from Langham's Charity.

Write a response to one of the men, giving reasons why you have turned down their petition.





City Communities

Key Stage Three Worksheet (2 of 2)



Stories: Sailors, circa 1771-1772

When you reach the City Communities section on the website, click on 'Stories'. Click on the story of the Sailors.

We know about the sailors John Kirkuff, George Adams and Thomas Caylon because they applied to Langham's Charity in 1771.

John, George and Thomas were all veterans of the Seven Years War. This had begun in 1756, when Britain declared war on France. The Seven Years War has been described as the first ever world war because fighting took place in many different countries.

The men who fought all over the world often faced great hardship. Some had been wounded or had become ill and unable to work. Langham's Charity gave these people and their families some hope, although not everyone who claimed was given money.

Click on the information about the '**Seven Years War**'.

Try and answer the following questions:

- ▶ Why was the Seven Years War described as 'the first ever world war'?
- ▶ Why was the City in favour of the war?
- ▶ For what reasons did the war spread all over the world?
- ▶ What countries were involved and why?

