

Year: 2 (AP2)

Topic: Dutch quarter settlers

Time Period: Post medieval

Learning outcomes:

- Evaluate artefacts and images
- Ask questions about the past
- Share my ideas about the past
- Know how the Dutch Quarter has gotten its name
- Explain who lived there and why
- Compare the houses with the one I live in
- Know what the cloth trade was in the 1500s
- Know how and why it was established in Colchester
- Form an opinion using historical evidence
- Use evidence to reason an opinion
- Consider 'historical significance'

Teacher Notes: Dutch Quarter <https://www.youtube.com/watch?v=zZb4cqswmzE> (Patrick Denny explaining about the cloth industry- some interesting facts further into the video, with images approx. 38-47mins). The area we know today as the Dutch Quarter (Maidenburgh Street, Stockwell Street, St Helens Lane, Northgate Street) was only one of the areas in Colchester where Flemish people settled having fled religious persecution. Buildings in the area pre-date their arrival. Before becoming known as the Dutch Quarter in the 20th century, the area was known as The North in reference to its location stretching down to the North Bridge. Many of the houses were almost demolished in the 1950s.

Lesson plan: Session 1

INTRODUCTION	VOCABULARY	ACTIVITIES	LEARNING OUTCOMES	RESOURCES
<p>Introduce the topic of history, discussing the importance of understanding our past. Remind children also of the 'One Square Mile' project and the rich history that surrounds them each day.</p> <p>Have on the tables the pictures - ask the children to move around and look at the objects, images etc.</p> <p>What are these images/items showing us? What might they have in common?</p> <p>Use park-it board. On a post it, children write a question they would like to ask about what they have seen. Share the questions and some of the ideas the children had about the images they saw.</p>	<p>history</p> <p>past/present</p> <p>old/new</p> <p>image</p> <p>weavers</p> <p>cloth trade</p>	<p>WALT: use evidence to ask questions about the past</p> <p>Children to have copies of the images in their books (see resources).</p> <p>Encourage children to think like historians – be open minded, look closely at the images, discuss thoughts, link the past and present etc.</p> <p>Can the children name what they see in the pictures and write the names down? Can they write questions about the pictures- what are they curious about? Can they predict who built the houses and when?</p> <p>Bring the children back to the carpet and discuss what they have discussed and thought about this lesson. Record some of their questions and ideas onto flip chart paper, to be shared next lesson.</p> <p>Explain that they are images related to a time in Colchester, in the 1500s- how long ago is that? Can we relate it to last term's History learning about the Gunpowder Plot (1605)?</p>	<p>Name what you can see in the pictures</p> <p>List questions you have about the pictures and thoughts they bring up</p> <p>Predict when the houses were built and by who</p>	<p>Images for analysis</p>

Lesson plan: Session 2

INTRODUCTION	VOCABULARY	ACTIVITIES	LEARNING OUTCOMES	RESOURCES
<p>Recap previous lesson and the questions we had, using the images to stimulate conversation.</p> <p>Share the word refugee. What do we know about refugees?</p> <p>Explain that;</p> <p>The Dutch Quarter in Colchester was home to Flemish Protestant refugees in the 16th Century. Here they set up their weaving trade (discuss what weaving is) and became well known for the production of Bays and Says cloth – link to ideas on Protestants v Catholics from gunpowder plot learning (Making Links Mollie).</p> <p>Place 16th century on a simple timeline to put events into perspective.</p> <p>Look at the houses the Dutch refugees lived in – what do they look like? Show the area on a map – is it a big area? Why/why not?</p> <p>Explain they were in one area- do you think everyone was happy for them to arrive in Colchester?</p> <p>Discuss the prejudice of the local people against the refugees- have we learnt from History? Do we still have refugees? How do people react to them?</p>	<p>Refugee</p> <p>Weaving</p> <p>cloth</p> <p>Dutch Quarter</p> <p>Flemish</p> <p>Protestant</p> <p>16th Century</p>	<p>WALT: think about what life might have been like for people in the past.</p> <p>Children get their school bags – your family wake you up one night, you need to flee because you are no longer safe in your country – you have 10 minutes to pack this bag and that is all you will be able to take with you when you go – what do you put in it?</p> <p>Discuss – why? There isn't much room and you'll never go back – do you want your teddy or your Xbox? Why?</p> <p>Extension: Act it out, hot seat emotions, delve into what it would be like having to go through this.</p> <p>Remind the children that this is what it might have been like over 500 years ago, for the Flemish refugees who arrived in Colchester.</p>	<p>Define 'refugee'</p> <p>List important items to take if fleeing</p> <p>Compare and contrast emotions of someone living with their family in peace time and the emotions of a refugee</p>	<p>Rucksacks (school bags)</p> <p>timeline</p>

Lesson plan: Session 3

INTRODUCTION	VOCABULARY	ACTIVITIES	LEARNING OUTCOMES	RESOURCES
<p>Recap on previous lessons learning, sharing vocabulary Dutch quarter, Flemish, Refugee.</p> <p>Does anybody know where in town these houses are?</p> <p>Show pictures of houses typical to the ones children live in – we will compare the style of houses etc, when we get there</p> <p>Walk to the Dutch Quarter to look at the houses – how are they different from ours? Notice how closely they are built together, the way they lean, the bright colours etc. Take pictures and note on clipboards thoughts and ideas that are shared.</p> <p>Recap on how it is a small, tightly built area slightly out of the town main street</p>	<p>Refugee</p> <p>Dutch quarter</p> <p>Settlers</p> <p>Flee</p> <p>Flemish</p> <p>Weavers</p> <p>Cloth trade</p>	<p>WALT: use evidence to explore history</p> <p>Back at school, sketch the houses using memories and photos.</p> <p>Ask children to bring in cardboard for next lesson.</p>	<p>Name the area</p> <p>Describe how the area was named and the significance</p> <p>Compare and contrast the Dutch Quarter houses with their own</p>	<p>Risk Assessment for walk to Dutch Quarter</p> <p>Images / photos of the houses in the Dutch Quarter (from trip or form OSM Image repository)</p> <p>Sketch books</p>

Lesson plan: Session 4

INTRODUCTION	VOCABULARY	ACTIVITIES	LEARNING OUTCOMES	RESOURCES
<p>Look at the sketches of the houses from the previous lesson and the timeline created previously.</p> <p>Who lived in the Dutch quarter?</p> <p>Why did they have to move there?</p> <p>What did you think of the houses and how did being there make you feel?</p> <p>https://www.youtube.com/watch?v=zZb4cqswmzE (Patrick Denny explaining about the cloth industry- some interesting facts further into the video, with images)</p> <p>Explain that the refugees brought their cloth-making skills with them to Colchester. The refugee community quickly became established as a major economic force in the town, bringing wealth. They made and sold the cloth, eventually teaching the locals and expanding their businesses.</p> <p>According to Patrick Denney, they set about producing "a superior lightweight cloth of the best quality, and in a far higher league than that being made by the English clothiers."</p> <p>Remind them to be Collaborating Carlos and work as a team to create the body parts they are given.</p>	<p>refugee</p> <p>Dutch Quarter settlers</p> <p>flee</p> <p>Flemish weavers</p> <p>cloth trade loom</p>	<p>WALT: understand life in the past</p> <p>Children make their own cardboard looms and write a simple set of instructions on how to use it.</p> <p>https://www.theweavingloom.com/how-to-make-a-cardboard-loom/</p> <p>https://www.instructables.com/how-to-weave-on-a-cardboard-loom/</p>	<p>Identify a loom</p> <p>Describe what a loom is for</p> <p>Explain how the loom helped the Dutch settlers</p>	<p>Reminder to buy some dye for the next lesson – and check we have some cloth</p>

Split class into groups and choose what they are going to be working on – Adults to supervise around the room to help.				
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Lesson plan: Session 5

INTRODUCTION	VOCABULARY	ACTIVITIES	LEARNING OUTCOMES	RESOURCES
<p>Look at the looms created in the previous lesson – what are they and what is their link/significance to the Dutch Quarter?</p> <p>Make a list of the different types of cloth and their uses. What do you look for when looking at material for clothing, bedding etc?</p> <p>Cloth, textile or fabric are similar names for <u>manufactured material</u>. They are often made by <u>weaving or knitting fibres</u> together. It is often used to make <u>clothing</u> or cover <u>furniture</u>.</p> <p>Cloth can be made from natural fibres or man-made ones. Examples of natural fibres are <u>cotton</u>, <u>wool</u>, and <u>silk</u>. Examples of man-made fibres are <u>nylon</u>, <u>rayon</u>, and <u>polyester</u>.</p> <p>Introduce the concept of tie-dye and explain we will be setting up our own cloth trade.</p> <p>https://colchesterheritage.co.uk/pm-trade-and-industry</p>	<p>refugee</p> <p>Dutch Quarter settlers</p> <p>flee</p> <p>Flemish weavers</p> <p>cloth trade</p> <p>loom</p> <p>tie-dye</p>	<p>WALT: understand more about the cloth trade in the 1500s</p> <p>Children tie-dye a piece of cloth and market it to others to buy.</p> <p>https://www.instructables.com/How-to-tie-dye-an-old-white-shirt-or-a-new-shirt-/</p> <p>Come up with a price and write a description and slogan to attract buyers.</p> <p>If possible, set up stalls – half the children ‘sell’ their design, the others ‘shop’ then swap.</p>	<p>Create and ‘market’ a tie-die piece of cloth</p> <p>Explain how this links to learning about the cloth trade in Colchester</p>	<p>pictures</p> <p>cardboard looms</p> <p>cloth</p> <p>dye</p>

Lesson plan: Session 6

INTRODUCTION	VOCABULARY	ACTIVITIES	LEARNING OUTCOMES	RESOURCES
<p>Remind the children:</p> <p>The Dutch Quarter is one of the oldest parts of Colchester.</p> <p>Just off the High Street, it mainly includes a series of core streets including Maidenburgh Street, West Stockwell Street, East Stockwell Street, Stockwell Street, St Helen's Lane, Northgate Street and Nunn's Road – show on the map and look at where it is in relation to the school and other places in Colchester they are familiar with.</p> <p>Remind the children, it took its current name in the 16th Century when Flemish Protestant refugees fled religious persecution and made their way to north Essex. They had been defeated during a rebellion against Catholic Spain.</p> <p>Many of the houses were actually built before the Dutch arrived.</p> <p>Having fallen into disrepair in the early part of the 20th Century, it was the subject of a major regeneration in the 1970s. Some people wanted to knock down the houses.</p> <p>What do you think about this?</p> <p>Is it important to keep old buildings? Why?</p>	<p>Refugee</p> <p>Dutch quarter</p> <p>Settlers</p> <p>Significant</p> <p>Historical</p>	<p>WALT: use historical significance to debate</p> <p>Is it important to keep old buildings. Why?</p> <p>Debate lesson...</p> <p>One side:</p> <p>We want to knock down the Dutch Quarter and build new homes...</p> <p>Opposing Side:</p> <p>We want to keep the Historical Dutch Quarter buildings because...</p> <p>Hold the debate and then vote and see the outcome.</p>	<p>Identify one reason to back up your opinion</p> <p>List reasons to back your sides opinion</p> <p>Explain the impact of your sides opinion</p>	



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