



**Hello!**

**Thanks for downloading these resources for Upper KS2 (Year 5&6) and KS3 (Years 7-9) which meet the needs of the History and English curriculum.** These resources have been developed by the Community and Learning Manager of the [Newington Green Meeting House: Revolutionary Ideas project](#) and Poet Dr. Simon Jenner. These resources have been created with distinct aims;

- To raise awareness of the historical importance of the Dissenters and what their legacy means to use today
- To share the stories of Anna Laetitia Barbauld, Mary Wollstonecraft and others who were part of the story of the Newington Green Meeting House in the 1700's and the role it took in changing the world
- To get children thinking, and creating material, that engages them critically with the world we live in today and reinforces their civic rights
- *And if local to Hackney and Islington, then to also illustrate to learners their radical local heritage*

**The KS2 materials are explicitly linked to the History curriculum;**

- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales

But also meet the needs of various other parts of the curriculum;

- English
- PSHE/Citizenship
- RE
- Geography (if local to Hackney/Islington)

**The KS3 materials are explicitly linked to the History and English curricula:**

- The development of Church, state and society in Britain 1509-1745

- Ideas, political power, industry and empire: Britain, 1745-1901
- Society, economy and culture across the period: for example, work and leisure in town and country, religion and superstition in daily life, theatre, art, music and literature
- the Enlightenment in Europe and Britain, with links back to 17th-Century thinkers and scientists and the founding of the Royal Society Britain's transatlantic slave trade: its effects and its eventual abolition
- *The building and its stories can also easily be used as a local history study*

But also meet the needs of various other parts of the curriculum;

- English
- PSHE/Citizenship
- RE
- Geography (if local to Hackney/Islington)

The resources are in a Microsoft Powerpoint/PDF format with audio which learners will follow, slides have information, tasks, activities and further links like videos to consolidate their learning. **The guide below breaks down key information you can support your learners with, although the resource is intended for learners to work individually.** This information is for you only, it is not broken down in a way that will be suitable for young learners.

### **KS2 version**

Slide 1 - Newington Green Meeting House is a religious building. It has been used as a place of worship for over 300 years by various forms of liberal protestant groups. Today is at Newington Green which is on the border of Hackney and Islington and is home to New Unity - the non-religious church.

Slide 4 - Encourage key points such as; London's oldest non Church of England place of worship, a place where people who have challenged ideas and tried to make the world a better place have come together and the famous faces associated with the building like Mary Wollstonecraft.

Slide 5 - The Church of England was the only church you were allowed to legally worship at the time. At this time Church and State are pretty much the same thing - this is in the early stages of parliament and democracy and the King can and does still make laws and influence law. The Church also played a big role in legal things such as marriages/births and deaths - you had to do all these in C of E Churches. If you were a Catholic or Jew you essentially lived 'outside the law'. If you were another denomination of protestant, not C of E but maybe Methodist/ Presbyterian/ Unitarian - then you were known as a 'dissenter'.

Slide 6 - This is inferring to the Enlightenment, where there were waves of scientific and philosophical advances. People started to question the status quo, religion, how we rule the world, everything!

Slide 8 - It would be worth comparing education for girls in the UK and India, for example. When asked if you think it is fair that Anna has been written out of history; the context here is that Anna wrote a poem which criticised the government and wealthy people of Britain and because of this she was penalised by not getting published and being widely dissed in the press and literary circles. Historians of the Victorian period which came next did not record her achievements because her reputation was tarnished so much and so she has been lost to history, until recent work to celebrate her poetry and politics as a dissenting woman.

Slide 9 - Maybe you could suggest something like that in 2020 we hear lots of stories about celebrities, but we often don't hear a lot of things about people that work hard to make where we live a better place, like street cleaners and park wardens. Just because these people don't often get recorded shouldn't mean they get forgotten about in the future.

Slide 14 - Encourage learners to think about how they want to change the world for the better. It doesn't have to be something they have acted on yet. It could be something that affects the globe, like climate change or it could be something very local, like banning cars from your road so that you can lower air pollution.

### **KS3 version (this is the same as the KS2 version until slide 11)**

Slide 11 - This is trying to explain to learners that we rely on people to suggest radical change, and that usually this then gets moderated many years later, or taken on board at a time where the general population agree. For example the abolition of slavery, it took a lot of brave people at first to say it should be stopped, and it took a long time for this to actually happen, and now we agree as a nation that slavery was wrong. Examples of 'trouble-makers' could be Gandhi, Martin Luther King or Nelson Mandela.

Slide 12 - Try using key words to help, perhaps poems about apartheid/the Iraq war/climate change?

Slide 13 - An interpretation of the poem is that the mouse is a metaphor for an enslaved person. **It would be best to read this poem aloud to the learner so they can listen rather than read the poem, as with all poetry in this resource.**

Slide 16 - Please be aware that the content here is about **trafficking**. It is important that you decide whether your child/learner is emotionally supported to deal with this subject. We have described trafficking as forced labour or forced marriage (**we have not mentioned sexual trafficking**). **It would be best to read this poem aloud to the learner so they can listen rather than read the poem, as with all poetry in this resource.** Make sure to click the link to

learn more about 'rhyming pattern' so learners understand how different poems use different types of rhyming.

Slides 16-21 - Encourage learners to ask questions about vocabulary they do not understand and to think about what is happening in the poems and how this makes them feel.

Slide 22 - Here we are discussing different styles of poetry in preparation for learners writing their own poem where they might use one of these styles. They should be able to talk about the distinct features of each style, like that the ballad has a chorus which repeats and that the rap used rhyming couplets. Have a go asking each-other the questions so they can model their answers on yours. **When they are happy with their poem you can email it to amy@new-unity.org before the 1st June and Dr. Simon Jenner will provide personal feedback and encouragement (please use your email and NOT the child's personal email).**

## Feedback

This project has been funded by the National Lottery Heritage Fund and we are externally evaluated on the project's progress and success. To ensure we provide high quality engagement please answer the questions below and send thoughts from yourself and learner/s to: [amy@new-unity.org](mailto:amy@new-unity.org)

Teachers/Guardians:

- Where did you find these resources?
- Were you looking for something tied to the English or History curriculum or looking for something extra-curricular? Did it meet the needs of the curriculum if so?
- How much did the locality of Newington Green influence your decision to use these resources?
- To what extent were the learners engaged by this material?
- Did you find it easy to share this learning experience and support them?
- Would you say the teaching resources were of high quality?
- Would you use other resources from the project based on this experience?

- How much support did the learners need?

Students:

- Did you find the topic interesting?
- Did you find it easy or challenging to take part?
- Which of the activities did you like best?
- What did you not enjoy about the worksheets?
- Does it make you want to visit the Meeting House and learn more?
- What did you learn that you didn't know before?
- How will this change your behaviour in the future/what will you do differently?