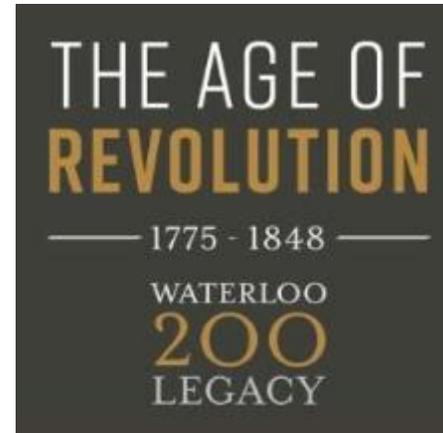


Teacher Fellowship Programme 2018: Teaching the Age of Revolutions



HA Teacher Fellowship resource

Michelle Cook

**Scheme of work for primary history
Year 6**

Saving Samuel Godley: a local history study

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ABOUT THIS UNIT

This unit explores the development of London in the Age of Revolution. Samuel Godley, a soldier in the 2nd Regiment of Life Guards of the Household Cavalry, is the focal point of the module.

Samuel Godley was an unsung hero of the Battle of Waterloo. He travelled to London from Derbyshire as a young man to join the Household Cavalry. His story, though fascinating, is shrouded in mystery. His act of bravery was recorded in the memoir of one comrade-in-arms and was publicised by newspapers nationally at the time of his death. However, he has remained relatively anonymous. A singular portrait of Samuel Godley survives, where he is depicted valiantly fighting a cuirassier for his horse, facing away from the artist. The focus on Samuel Godley provides a way into considering the human experience of the revolutionary age at each stage of the historical enquiry. His story also draws attention to different aspects of the urban development and social context of Regency and Georgian London. Samuel Godley's story traverses Regency London, from the streets of Mayfair to the Bazaar in Baker Street, and from the Royal Hospital in Chelsea to his final resting place in St John's Wood Burial Ground. His relative anonymity creates the opportunity to develop his narrative imaginatively, exploring how he and his compatriots might have felt living in London at the time of the Napoleonic Wars and how life across these historical parishes might have differed for various social classes.

The module is resource-rich and structured around skills development. It is divided into seven lessons. Each step of the enquiry process calls for the use of archival documents and historical prints to investigate the overarching historical narrative and exercise historical imagination.

UNIT STRUCTURE

This unit is structured around three enquiry themes:

1. What was London like during the Georgian and Regency periods?
2. How and why did the city change?
3. How can we use archival documents to better understand this story?

These themes are explored in seven lessons through the following Key Questions:

1. What was the situation in Europe in the Age of Revolution?
2. What was life in Georgian and Regency London like?
3. How did people view the King?
4. How did London react to the Napoleonic threat?
5. Why do we learn about the Battle of Waterloo?
6. How did London change as a result of the Napoleonic Wars?
7. What makes a hero?

HOW THIS UNIT LINKS TO THE NATIONAL CURRICULUM FOR PRIMARY HISTORY

- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.
- A local history study looking for evidence of local involvement with the Napoleonic campaign.

PREPARATION AND BACKGROUND INFORMATION

The British Library's 'Discovering Literature' portal is a useful resource and provides an overview of the impact of the [French Revolution in Britain](#) and the [Napoleonic Wars in Britain](#). This article provides some background for teachers on the [history of caricature and comics](#). The [Key Stage 2 Saving Samuel Godley Biographical Sourcebook](#) was created for the Saving Samuel Godley project and complements this scheme of work. It is a useful introduction for teachers, but should not be used sequentially in the classroom.

HOW THIS MODULE WORKS

The module is resource-rich and structured around skills development. It aims to function as a treasure chest for teachers. Each step of the enquiry process calls for the use of archival documents and historical prints to answer a Key Question that investigates the history of Georgian London and invites historical imagination.

Each Key Question specifies sections in the Sourcebook that gradually develop a story about London in the Age of Revolution. A selection of prints, maps, newspaper articles and other evocative documents and objects is linked to each question. Additionally, for each Key Question, the following are provided:

- historical context for teachers
- learning objectives and assessment criteria
- key vocabulary and activities to explore each question

In the first lesson, the class will create resources that will support an understanding of change and continuity – a timeline and a wall of fame for key historical figures acting in London during the Age of Revolution. These will be revisited throughout the module. The following six lessons gradually explore facets of London’s history using different types of historical documents and objects. Working directly with these collections promotes critical thinking, active reflection, collaboration and creativity. Ultimately, this module seeks to teach children about material collections and memorialisation, investigating how objects tell stories and why we learn about certain aspects of our local history, and it encourages direct engagement with heritage.

HOW A LESSON WORKS

Each lesson is structured as a historical enquiry, answering one Key Question. Classroom activities suggest ways in which students can shape their response. Teachers are encouraged to share resources with students in print or digitally, inviting them to consider how the selection as a whole can be used to formulate an answer to the question. Teachers should also draw attention to the ways in which objects or documents are not useful.

Single-image documents, including prints, photographs or newspaper articles, are collated in PDF documents for ease of reproduction. Other online resources, including digital humanities projects, should be accessed on a digital platform.

At the end of each lesson, look at your timeline and your wall of fame as a group, asking the following questions:

1. Do you still agree with your assessment of which events had the most impact?
2. Do you need to add more faces to your wall of fame or dates to your timeline?
3. Has your opinion of any of the leaders changed?
4. What clippings, quotes or other information should you add to the wall of fame to document your views?

KEY QUESTION 1: What was the situation in Europe in the Age of Revolution?

The social and political upheaval of the French Revolution (1789–1799) led to the fall of the Bourbon dynasty and the rise of Napoleon I. The Revolution was led by common people who began to question the right of absolute monarchies. The Industrial Revolution led to even greater changes – the rise of factories displaced workers and created widespread economic turmoil for the lower classes. The start of the nineteenth century was a time of hostility between France and England. Many in Britain, even the common people, feared a Napoleonic invasion. Satirical prints and caricatures played on this fear.

Key concepts and vocabulary

rural, urban, industry, absolute monarchy, republic, aristocracy, bourgeoisie, revolution

LEARNING OBJECTIVES	SOME CLASSROOM ACTIVITIES	ASSESSMENT CRITERIA
<p>Understand linear time in the Age of Revolution.</p> <p>Understand how specific events and figures contributed to change and how they relate to one another.</p> <p>Develop a resource that tracks change and continuity.</p>	<p>Class activity As you tell the story, note down key dates and figures. Plot these on a large timeline. After hearing the story, invite the children to decide which ones were more or less influential in prompting change in Europe, making a note of this with a visual marker.</p> <p>Group activity: three groups Introduce the concept of a ‘wall of fame’. Ask the children to identify the political/social leaders of the time. Create a poster for each figure, choosing a slogan that represents their views:</p>	<p>Students show a secure knowledge of the period and of causality within and across the period. They understand that there is a combination of reasons for any change.</p> <p>Students develop a timeline and explain their reasoning with clarity. They use criteria to make comparative judgements as</p>

	<ul style="list-style-type: none"> - Napoleon Bonaparte - Louis XVI - Prince Regent 	to the significance of events, people or developments.
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KEY QUESTION 2: What was life in Georgian and Regency London like?

Industrialisation caused rapid growth in the City of London. Many people left the countryside in order to seek out new job opportunities in nearby towns and cities. The demographic changed rapidly, as young people flocked to the city looking for work. The existing infrastructure in British cities could not sustain the influx of people. Most towns were grimy, over-crowded and generally unsanitary places to be. In places like London, where urbanisation happened most dramatically, living conditions were often quite poor. London in particular suffered badly from dirt and pollution – so much so that candles were sometimes required at midday in busy shops, owing to the smoggy conditions outside. Many travellers noted the ‘smell’ of London as they approached from far away, and letters received from the capital city were often said to have a ‘sooty’ odour. New communities emerged organically in the fringe of the built-up ‘West End’, where manual labourers, tradesmen and domestic servants lived impoverished lives.

Key concepts and vocabulary
urban development, poverty, class, patriotism, nationalism

LEARNING OBJECTIVES	SOME CLASSROOM ACTIVITIES	ASSESSMENT CRITERIA
Evaluate primary sources – maps – to identify those that are useful for particular tasks and construct informed responses.	<p>Class activity Look at maps to find out information such as urban development, poverty, entertainment, etc.</p> <p>Group activity</p>	<p>Students assess the comparative value of different historical sources and draw links between them.</p> <p>Students explain the</p>

<p>Use digital platforms to view historical documents, becoming more aware of resources online and more internet-literate.</p>	<p>Imagine that you are moving from the countryside to the big city. Create a map that shows a journey coming from the east and going through different parts of the city, from the rural hinterlands, past Smithfield Market and East London's trade centres, going through the wealthy inner city and past Georgian townhouses in the West End, and finishing at Carlton House. Looking at these sources, ask students to identify what they have seen with regard to the livelihood of different social groups and what changes they are experiencing. Consider how people belonging to different social groups would have experienced these aspects of London life and reacted to them.</p> <p>Individual activity Search for your street on the various online maps. How has the area changed?</p>	<p>consequences of historical events in terms of immediate and longer-term effects on urban development and living conditions.</p> <p>Students develop a better understanding of their local history and are able to explain the connection between the past and the present day.</p>
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KEY QUESTION 3: How did people view the King?

In the Age of Revolution, the common people's perspective on monarchy began to change. In England, the British monarchy was under the control of a physically and mentally infirm monarch – George III. The prime minister, William Pitt, controlled Parliament, but was not well loved. On 5 February 1811, due to the incapacitating mental illness of King George III, the Prince of Wales assumed the powers of the king as Prince Regent.

The Prince Regent – later George IV – was wasteful. It was widely known that the British Parliament had to cover the debt incurred because of his extravagant lifestyle. He held a magnificent fete at Carlton House in June 1811 to celebrate the establishment of the Regency. Over 1,000 guests were invited to attend the party and Carlton House was opened for three days, allowing thousands more to come and view the opulent furnishings and avant-garde Georgian architecture. The dinner guests sat around a 200-foot-long dining table into which a canal was built, with flowery banks and fish swimming through the water. The Life Guards stood watch over the occasion, and were allowed to partake in the food and drink left by the guests at the end of the feast. The party was notoriously self-indulgent and reminded visitors of the excesses of the detested French King Louis XVI. Liberals expressed disgust over the expenditure, paid for by a nation that was already suffering economic turmoil.

Derisive satirical prints and political caricatures voiced the public's displeasure. The late eighteenth century was the golden age of caricature and British satire, led by great artists like James Gillray (1756/7–1815), Thomas Rowlandson (1756–1827) and George Cruikshank (1792–1878). Etched cartoons and caricatures mocked the aristocracy and the King, parliamentary figure-heads, French revolutionaries and other socio-political subjects. John Bull is a recurring figure in the caricature of the era, personifying England and Britishness. In the later eighteenth century, John Bull was the incarnation of the humble Englishman, suffering under mounting political turmoil and victimised by British government officials and foreign warmongers. King George IV collected cartoons, but was not always

pleased at how he was depicted. The Constitutional Association, an anti-obscenity group, was set up to defend the Crown. It attempted to prosecute cartoonists for libel and defamation. Print-selling was considered an offensive trade, unsuitable for wealthy neighbourhoods like Mayfair and Belgravia.

Key concepts and vocabulary

caricature, cartoon, satire

LEARNING OBJECTIVES	SOME CLASSROOM ACTIVITIES	ASSESSMENT CRITERIA
<p>Understand how our knowledge is constructed from a range of sources and suggest possible reason for different interpretations.</p> <p>Introduce the concept that disorder and dissent were prevalent in this period and not confined to one specific group or class.</p>	<p>Class activity Look at caricatures of the Prince Regent; discuss how he has been depicted and what this tells us about his reputation.</p> <p>Group activity Look at the prints 'Regency Fete or John Bull in the Conservatory' and 'Scene before Carlton House, the last struggle to get in'. Identify the main differences between them. Who are the main social groups in the images? Discuss how the experience of each group would have differed, through role-playing exercises. Does anything surprise you?</p>	<p>Students examine sources critically, noting that events/people have been interpreted in different ways.</p> <p>In role-playing exercises, students ask relevant questions to extend their understanding about complex issues.</p> <p>Students use historical imagination to re-animate still images.</p>

KEY QUESTION 4: How did London react to the Napoleonic threat?

The existing British army was not large enough to face Napoleon. Officers were sent to enlist young men from villages in the countryside. A soldier’s pay was poor – seven shillings a week in 1806 – but recruitment drives lured new conscripts by promising fame, honour, glory and bounty. Young men in the cities fled the harsh reality of factory life. Nationalistic and anti-French propaganda, circulated in the form of political caricatures and shared via folk music, influenced the British public. In 1812, the Life Guards were sent to fight in the Peninsular Wars under Lord Uxbridge and the Duke of Wellington. At the Battle of Waterloo, they took part in the famous heavy cavalry charge against Marshall d’Erlon’s infantry corps and French cuirassiers.

Key concepts and vocabulary
enlistment, recruitment, cartoon, caricature, satire, mockery, insinuation

LEARNING OBJECTIVES	SOME CLASSROOM ACTIVITIES	ASSESSMENT CRITERIA
<p>Understand the difference between a cartoon and a satirical caricature.</p> <p>Understand different strategies for political</p>	<p>Class activity After looking at some historical documents relating to this key question, discuss some reasons why a young person might enlist in the army.</p> <p>Class activity Listen to both versions of the song ‘Over the hills and far away’. One refers to King George and the other to Queen Anne. Compare and contrast the lyrics and the difference in tempo and consider why the song might have been reused.</p>	<p>Students are able to articulate complex reasons why a person might choose to go to war rather than stay at home, basing answers on historical sources.</p> <p>Students show understanding about satire by expanding a</p>

<p>propaganda.</p> <p>Learn historical songs and understand their significance.</p>	<p>Individual activity</p> <p>Draw your own mini-comic, expanding the story in the print 'Bonaparte's soliloquy'. How might Napoleon have crossed the English Channel? Drawing tutorial provided.</p>	<p>story that is started by a historical print.</p> <p>Students improve their drawing and storytelling skills.</p>
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KEY QUESTION 5: Why do we learn about the Battle of Waterloo?

The Napoleonic Wars were a series of conflicts from 1803 to 1815. The allied armies fought Napoleon to stop him from conquering land in Europe and Northern Africa. The Peninsular Wars were fought in 1811–1814 in Portugal and Spain. The Duke of Wellington commanded the British armies and, in 1814, seemingly defeated Napoleon. After this, Napoleon was exiled to Elba and the monarchy in France was restored – but this would not last. In 1815, Napoleon escaped Elba and Europe was at war again. Under the Duke of Wellington, the Life Guards fought at Ligny, Quatre Bras and La Haye Sainte. On 18 June 1815 in Belgium, the two opposing sides met to fight the Battle of Waterloo. Wellington chose strategic defensive positions carefully as he waited for his Prussian allies to arrive, commanded by General von Blücher. At Waterloo, the 1st and 2nd Regiment of Life Guards and the rest of the Household Cavalry fought under Lord Uxbridge. He led a heavy cavalry charge, which caused the French armies to retreat but incurred heavy losses.

At the Battle of Waterloo, a French marksman shot Samuel Godley's horse from beneath him and he fell from the saddle. Scrambling to his feet, dazed with shock, Samuel engaged another cuirassier in order to gain his horse. The Frenchman, armoured and against a shaken foe, had every advantage. With a terrible blow, he fractured the Englishman's skull, but Samuel did not surrender.

The Battle of Waterloo cost Wellington 15,000 men and von Blücher 7,000 men, but Napoleon lost 24–

26,000 men and a further 15,000 deserted. Napoleon's defeat at Waterloo marked the end of his reign of power over France and Europe. The war had such a devastating impact on so many countries that it led to an unprecedented period of peace in Europe. However, the French Revolution had a lasting effect on political ideology and would inspire insurrection in the century that followed.

The war was a momentous occasion in British and European history and has been the subject of extensive study. One demonstration of the importance given to it is Captain William Siborne's model of the battlefield. In 1830, he decided to make a model of the Battle of Waterloo. After an eight-month survey of the battlefield, he contacted surviving British officers to ask where their units had been at 'about 7 pm'. His model was based on approximately 700 replies.

Key concepts and vocabulary
strategy, army, regiment, bravery

LEARNING OBJECTIVES	SOME CLASSROOM ACTIVITIES	ASSESSMENT CRITERIA
Understand the complexity of the Battle of Waterloo as a key event in British and European history, considering different elements	<p>Class activity</p> <p>Spend some time looking at the Siborne model. Discuss why someone might have wanted to make a model of this kind. Based on contextual information and the other sources that you have been provided for this unit, do you feel that the model is an accurate representation of geography, weather and action in combat? Teachers should emphasise the point that many officers recounted the most crucial events in the battle, rather than what was happening exactly at 7.00 pm – because of pride, and also because of a skewed</p>	Students can use criteria to make judgements as to the significance of events, people or developments within a particular historical narrative.

including strategy, geography, military technology and the human element.	sense of time amidst the action. Group activity: groups of seven Play the Napoleonic Wars Communication Game.	
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KEY QUESTION 6: How did London change as a result of the Napoleonic Wars?

Until the Metropolitan Police Act of 1829, Britain did not have a national police force. In 1642, amidst the violence of the English Civil War, Charles I had established by royal warrant the Life Guards, cavalry regiments in the Household Division, as the king's personal mounted bodyguards. Samuel Godley joined the Life Guards, whose main duty was to protect the monarch, then George III. The soldiers in the Horse Guards Parade watched over the entrance to St James's Palace and Carlton House, the royal residences. The headquarters of the Household Cavalry were in Knightsbridge and King Street, Portman Square and later in the Regent's Park Barracks. Their proximity to Mayfair and Belgravia helped to maintain the peace in these affluent areas of London.

When Napoleon was exiled to Elba in 1814, Britain rejoiced, but the grand celebrations in honour of the allies' victory could not cover up the economic chaos that the Napoleonic War debt had created. The Household Cavalry resumed the responsibility of protecting the king and policing London upon their return from Waterloo. In 1815, Parliament passed the Corn Laws as an attempt to alleviate the national debt, leading to riots in Westminster. The laws put a tax on wheat and imported grain, benefiting rich British landowners but impoverishing ordinary people, who could no longer afford to buy bread – a dietary staple.

Social unrest grew and there were riots in Westminster in 1815. The British aristocracy feared revolution and took great measures to protect themselves and their wealth. Besides protecting the king, the Household Cavalry were enlisted to police London and protect the landed gentry against the rioters. The majority of the soldiers in the Household Cavalry were from common backgrounds, so their interventions in Mayfair and Belgravia meant acting against their peers. Some aristocrats also opposed the Corn Laws, recognising that these Acts of Parliament safeguarded the wealth of a select few at the expense of the masses.

Despite the growing unrest, the Prince Regent continued to invest money in lavish and ostentatious

festivities. The Life Guards protected him at state events, like the opening of Waterloo Bridge in 1817 and a flamboyant coronation ceremony in 1821.

Key concepts and vocabulary

riot, protest, dissent

LEARNING OBJECTIVES	SOME CLASSROOM ACTIVITIES	ASSESSMENT CRITERIA
<p>Use a variety of sources to compare and contrast how interpretations differ across time and from one social group to another.</p> <p>Using their knowledge and understanding, children select and organise information to produce structured work.</p>	<p>Class activity Define the words <i>riot</i>, <i>dissent</i> and <i>protest</i>. How does your class understand the terms? How do they differ from their understanding of <i>revolution</i>?</p> <p>Group activity Looking at collections of historical documents, including prints, songs, newspaper articles and personal letters, discuss what the main issues facing Londoners were. Read the extract from Sergeant Major Playford’s memoir; what does he mean when he talks about ‘might over right’?</p> <p>Class activity As a class, discuss how this event might be documented in different mediums – by the press, in a letter to a friend, in a diary, etc.</p> <p>Individual activity</p>	<p>Students draw inferences about the feelings, thoughts and motives of individuals from their actions, justifying inferences with evidence.</p> <p>Students identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>Students develop subject-specific vocabulary and use historical terms appropriately in creative writing tasks.</p>

	Responding to one of Kate Morton's illustrations, write a letter to a friend or a diary entry, imagining that you are a person in that scene.	
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KEY QUESTION 7: What makes a hero?		
<p>Under the care of the Prince Regent (later George IV), London experienced many changes. The areas of Mayfair and Belgravia flourished under the Prince's patronage. The period was characterised by grand-scale urban developments, many of which are still visible today, including Regent's Park, Regent's Canal and Regent Street. The Prince Regent opened Waterloo Bridge on the second anniversary of the battle on 18 June 1817.</p>		
<p>Key concepts and vocabulary memorial, monument, inscription, heritage</p>		
LEARNING OBJECTIVES	SOME CLASSROOM ACTIVITIES	ASSESSMENT CRITERIA
<p>Children should understand how the survival of historical sources and memorialisation shape our knowledge of history.</p>	<p>Individual activity A good place to start to introduce the concept of memorialisation is Activity 4: Named after Waterloo.</p> <p>Group activity Look at a modern map of London and make a list of other places that you think relate to the Napoleonic Wars.</p> <p>Class activity What does the song 'Only Remembered' say about memorialisation?</p> <p>Class activity</p>	<p>Students are able to connect what they have learnt in the classroom with local history in their immediate environment.</p> <p>Students think critically about change and continuity, assessing previous work and questioning the validity of early opinions.</p> <p>Students understand the</p>

	<p>Work through Samuel Godley’s story and, if you have not done so already, add him to your wall of fame. Assess each of the posters comparatively – has your opinion developed? What is most memorable about them?</p>	<p>concept of ‘heritage’ and evaluate what parts of their cultural heritage should be preserved for future generations.</p>
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TEACHING RESOURCES AND BIBLIOGRAPHY

The following abbreviations have been used in this list:

IMG – Print or photograph drawn from historical collection, book or newspaper database

VID – Historical context presented in educational videos or songs from the internet

OR – Other online resources, including digital humanities projects, map collections, etc.

ACT – Activity sheets or other teaching materials and sample museum tours

GENERAL RESOURCES

Resource 1	<u>KS2 Saving Samuel Godley Biographical Sourcebook</u>
Resource 2	<u>Kate Morton’s illustrations of key moments in Samuel Godley’s life</u>
Resource 3	<u>History of caricature and comics</u>
Resource 4	<u>Annotated collection of satirical prints from the Napoleonic Wars</u>
Resource 5	<u>French Revolution in Britain</u>
Resource 6	<u>Napoleonic Wars in Britain</u>

Resource 7	Extracts from Sergeant Major Playford's memoir, from Glover, G. (ed) (2007) <i>A Lifeguardman in Spain, France and at Waterloo: the memoirs of Sergeant-Major Thomas Playford 2nd Lifeguards 1810–1830</i> , Ken Trotman Publishing.
KEY QUESTION 1	
Biographical Sourcebook	Timelines, at start 3: Eighteenth-century revolutions 4: Napoleon's invasion threat Sourcebook Activity 2: A tall question
IMG 1.1	<i>Execution of Louis XVI</i> – German copperplate engraving, 1793, by Georg Heinrich Sieveking ©Wikipedia Commons https://en.wikipedia.org/wiki/Execution_of_Louis_XVI#mediaviewer/File:Hinrichtung_Ludwig_des_XVI.png [Accessed online 13 August 2018]
IMG 1.2	<i>Napoleon Crossing the Alps</i> by Jacques-Louis David ©Wikimedia Commons https://en.wikipedia.org/wiki/File:Jacques_Louis_David_-_Bonaparte_franchissant_le_Grand_Saint-Bernard,_20_mai_1800_-_Google_Art_Project.jpg [Accessed online 13 August 2018]
IMG 1.3	<i>George, Prince Regent and Prince of Wales; later George IV</i> by Thomas Lawrence ©Wikimedia Commons https://commons.wikimedia.org/wiki/File:George_IV_van_het_Verenigd_Koninkrijk.jpg [Accessed online 13 August 2018]

IMG 1.4	<p><i>The Plumb-pudding in Danger</i> by James Gillray ©Library of Congress / cph.3g08791 https://en.wikipedia.org/wiki/James_Gillray#mediaviewer/File:Caricature_gillray_plumpudding.jpg [Accessed online 13 August 2018]</p>
IMG 1.5	<p>‘Abstract of All the Material Parts of the Regency Bill’, <i>The Times</i> (London, England) 7 February 1789: 3. The Times Digital Archive ©Times Newspapers Limited [Accessed online 13 August 2018]</p>
IMG 1.6	<p>‘France’, <i>The Times</i> (London, England) 4 July 1791: 2+. The Times Digital Archive ©Times Newspapers Limited [Accessed online 13 August 2018]</p>
IMG 1.7	<p><i>The Morning Post</i> (London, England) 22 August 1803 ©2018 The British Library Board (British Newspaper Archive) [Accessed online 13 August 2018]</p>
VID 1.1	<p>Horrible Histories French Revolution Report https://www.youtube.com/watch?v=W6hwqWOCaNY</p>
VID 1.2	<p>‘The Song of the French Revolution’ from <i>Les Misérables</i> (2012) https://www.youtube.com/watch?v=88Y7in-04Ng</p>
VID 1.3	<p>The Industrial Revolution (18–19th Century) by Simple History https://www.youtube.com/watch?v=xLhNP0qp38Q</p>
KEY QUESTION 2	
Biographical Sourcebook	<p>Saving Samuel Godley Key Stage 2 Education Pack: see timelines at the start and Sources 2: Samuel Godley’s early life</p>

	5: The call to arms 6: Samuel Godley's enlistment
Kate Morton's illustrations	Taking the King's Shilling
IMG 2.1	Regent Street, from the Quadrant/Metropolitan Improvements: London in the Nineteenth Century Heal, Topography.238, AN1164930001 ©Trustees of the British Museum http://www.britishmuseum.org/research/collection_online/collection_object_details/collection_image_gallery.aspx?assetId=1164930001&objectId=3425361&partId=1 [Accessed online 13 August 2018]
IMG 2.2	Horse Guards Parade ©Westminster Archives / Gardner Box 12 No 19b
IMG 2.3	The Household Cavalry ©Westminster Archives / Gardner Box 12 No 24
VID 2.1	Turning Points in History – Industrial Revolution https://www.youtube.com/watch?v=3Efq-aNBkvc
OR 2.1	John Roque Map 1746 https://www.locatinglondon.org/
OR 2.2	Charles Booth Poverty Map 1899 https://booth.lse.ac.uk/map
OR 2.3	Other maps of London and environs http://mapco.net/

OR 2.4	<p>Horwood Map 1819 ©The British Library Board, HUS 050 ©2018 Romantic London http://www.romanticlondon.org/the-1819-plan/#15/51.5161/-0.1184</p>
ACT 2.1	<p>Saving Samuel Godley Drama Pack ©Peter Daniel, Westminster Archives http://www.stjohnswoodmemories.org.uk/content/samuel-godley/learning_resources/drama-pack</p>
ACT 2.3	<p>Curved road template http://www.clker.com/clipart-curve-road-.html</p>
ACT 2.4	<p>Tour of the Household Cavalry Museum ©Nicola Ayrton, Household Cavalry Museum http://www.stjohnswoodmemories.org.uk/content/samuel-godley/learning_resources/household-cavalry-museum-tour-quiz-activity</p>
KEY QUESTION 3	
Biographical Sourcebook	<p>8: The Royal Guard 11: The Prince Regent's fete, 1811 Sourcebook Activity 5: The Prince Regent</p>
Kate Morton's illustrations	<p>Prince Regent's Fete</p>
Major Playford	<p>Extract from Sergeant Major Playford's memoir on the Life Guards' uniforms</p>
IMG 3.1	<p><i>Regency Fete or John Bull in the Conservatory</i> 1868,0808.7980, AN78843001</p>

	<p>©Trustees of the British Museum https://www.britishmuseum.org/research/collection_online/collection_object_details.aspx?objectId=1479060&partId=1&images=true [Accessed online 13 August 2018]</p>
IMG 3.2	<p><i>A Voluptuary Under the Horrors of Digestion</i> by James Gillray ©Library of Congress LC-USZC4-3142 https://commons.wikimedia.org/wiki/File:A-voluptuary.jpg [Accessed online 13 August 2018]</p>
IMG 3.3	<p><i>A View of the R-G-T's Bomb</i> 1868,0808.8340, AN76040001 ©Trustees of the British Museum https://www.britishmuseum.org/research/collection_online/collection_object_details.aspx?objectId=1482665&partId=1&people=86877&peoA=86877-1-9&page=1 [Accessed online 13 August 2018]</p>
IMG 3.4	<p>'The Prince Regent's Fete at Carlton House', 23 Jun 1811. <i>The Observer</i> (1791–1900) ©Proquest https://search.proquest.com/docview/473792351?accountid=17321 [Accessed online 13 August 2018]</p>
IMG 3.5	<p><i>Scene before Carlton House or A Last struggle to Get In</i> 1868,0808.12632, AN78858001 ©Trustees of the British Museum http://www.britishmuseum.org/research/collection_online/collection_object_details.aspx?objectId=1479250&partId=1&searchText=scene+before+carlton+house&page=1</p>

ACT 3.1	<p>Sample tour of the Cartoon Museum ©Michelle Cook http://www.stjohnswoodmemories.org.uk/content/samuel-godley/learning_resources/cartoon-museum-quiz-treasure-hunt</p>
KEY QUESTION 4	
Biographical Sourcebook	<p>12: Active service 13: The Life Guards are sent to war 14: Napoleon's exile to Elba</p>
IMG 4.1	<p><i>Buonaparte's Soliloquy</i> ©British Library Board 650.a.12.(23.) https://www.bl.uk/collection-items/buonapartes-soliloquy-from-a-collection-of-material-relating-to-the-fear-of-a-french-invasion</p>
IMG 4.2	<p><i>Conversation Across the Water</i> – John Bull and Napoleon From <i>Vaisseau de Ligne</i>, Time Life, 1979 ©Creative Commons https://it.wikipedia.org/wiki/File:Conversation_across_the_water.jpg [Accessed online 13 August 2018]</p>
IMG 4.3	<p><i>My Ass in a Bandbox</i> – caricature mocking Napoleon's invasion plans against England From <i>Vaisseau de Ligne</i>, Time Life, 1979 ©Creative Commons https://commons.wikimedia.org/wiki/File:My_ass_in_a_bandbox-Robert_Holborn.jpg [Accessed online 13 August 2018]</p>
IMG 4.4	<p><i>Hop Step and Jump</i> – satire on the fear of French invasion, 1794–1805 ©Curzon b.21(274) / Bodleian Library ©Creative Commons</p>

	https://digital.bodleian.ox.ac.uk/inquire/p/b232d6b5-527b-4e2a-b1b3-5390a12b2696 [Accessed online 13 August 2018]
IMG 4.5	<i>John Bull Making Observations on the Comet</i> ©Royal Museums Greenwich PAF3998 ©Creative Commons https://commons.wikimedia.org/wiki/File:John_Bull_making_observations_on_the_Comet_(caricature)_RMG_PW3998.jpg [Accessed online 13 August 2018]
VID 4.1	Version 1: Song 'Over the Hills and Far Away' https://www.youtube.com/watch?v=WOeYPpObIAw
VID 4.2	Version 2: Song 'Over the Hills and Far Away' https://www.youtube.com/watch?v=VkjpaXBIKIU
ACT 4.1	Draw a mini-comic activity [see resource pack] ©Kate Morton

KEY QUESTION 5	
Biographical Sourcebook	<p>16: Napoleon returns from Elba</p> <p>17: Ligny and Quatre Bras</p> <p>18: The Battle of Waterloo</p> <p>19: Wellington's excellent strategy</p> <p>20: Samuel Godley's bravery</p> <p>22: Muster roll</p> <p>Sourcebook Activity 7: He died of what?</p> <p>Sourcebook Activity 9: Capture the eagle</p>
Kate Morton's illustrations	The Night Before the Battle of Waterloo
Major Playford	Extract from Sergeant Major Playford's memoir on the Heavy Cavalry Charge
IMG 5.1	<p><i>The Journey of a Modern Hero to the Island of Elba</i></p> <p>©Library of Congress / LC-DIG-ppmsca-04308</p> <p>https://en.wikipedia.org/wiki/File:Napoleon%27s_exile_to_Elba3.jpg</p> <p>[Accessed online 13 August 2018]</p>
IMG 5.2	<p><i>John Bull in Alarm or Boney's Escape, and a Second Deliverance of Europe</i></p> <p>1868,0808.12810,</p> <p>AN172934001</p> <p>©Trustees of the British Museum</p> <p>https://www.britishmuseum.org/research/collection_online/collection_object_details.aspx?objectId=1646216&partId=1&people=116773&peoA=116773-1-9&page=1</p> <p>[Accessed online 13 August 2018]</p>

IMG 5.3	<p>Portrait of Arthur Wellesley, 1st Duke of Wellington, 1814–1815 by Thomas Lawrence ©Royal Collection / RCIN 405147 https://www.royalcollection.org.uk/collection/405147/arthur-wellesley-1st-duke-of-wellington-1769-1852 [Accessed online 13 August 2018]</p>
IMG 5.4	<p>Samuel Godley's bravery Artist unknown, date unknown Owned by Peter Daniel, Westminster Archives</p>
VID 5.1	<p>The Battle of Waterloo – Charge of the British Heavy Cavalry https://www.youtube.com/watch?v=7vlcuvrM1po</p>
OR 5.1	<p>Model of the field of Waterloo with troops positioned as at 19.45 hours, 18 June 1815 ©National Army Museum https://collection.nam.ac.uk/detail.php?acc=1975-05-56-1</p>
ACT 5.1	<p>The Napoleonic Wars Communication Game ©Michelle Cook, Westminster Archives http://www.stjohnswoodmemories.org.uk/content/samuel-godley/learning_resources/napoleonic-wars-communication-game-2</p>
KEY QUESTION 6	
Biographical Sourcebook	<p>15: Riots in Westminster 23: The Horse Guards after the war 24: Samuel Godley's discharge 26: Army pensioner 27: Working life after the army Sourcebook Activity 6: What do you think?</p>
Kate Morton's	Guarding the Grosvenor Estate

illustrations	The Baker Street Bazaar
Major Playford	Extract from Sergeant Major Playford's memoir on the Corn Law Riots of 1815
IMG 6.1	<p><i>The Blessings of Peace or The Curse of the Corn Bill</i> 1859,0316.91, AN171059001 ©Trustees of the British Museum http://www.britishmuseum.org/research/collection_online/collection_object_details/collection_image_gallery.aspx?assetId=171059001&objectId=1645948&partId=1 [Accessed online 13 August 2018]</p>
IMG 6.2	<p><i>A Trial Between Right And Might or The Enemies of the Poor Man Short in Weight</i> 1868,0808.13078, AN439257001 ©Trustees of the British Museum http://www.britishmuseum.org/research/collection_online/collection_object_details/collection_image_gallery.aspx?assetId=439257001&objectId=3097677&partId=1 [Accessed online 13 August 2018]</p>
IMG 6.3	<p><i>Celebrations in Hyde Park</i> ©Westminster Archives / F133.2 (035) http://www.stjohnswoodmemories.org.uk/content/samuel-godley/our-blog/unearthing-treasures-hyde-park-celebrations-1814 [Accessed online 13 August 2018]</p>
IMG 6.4	<p><i>The Morning Post</i> (London, England) 18 July 1814 ©2018 Newspapers.com [Accessed online 13 August 2018]</p>

IMG 6.5	<i>The Morning Post</i> (London, England) 09 March 1815 ©2018 Newspapers.com [Accessed online 13 August 2018]
IMG 6.6	Waterloo Bridge, 1817 ©London Metropolitan Archives, City of London / p7508210 https://collage.cityoflondon.gov.uk/view-item?i=27279 [Accessed online 13 August 2018]
VID 6.1	Song: 'The Hand-loom Weaver's Lament' https://www.youtube.com/watch?v=uxY3m1i_Or8
ACT 6.1	Creative Writing Planning Resource ©David Ward https://www.stjohnswoodmemories.org.uk/content/category/samuel-godley/learning_resources
KEY QUESTION 7	
Biographical Sourcebook	21: Samuel Godley's nickname 28: Samuel Godley's death 29: Samuel Godley's burial records 30: Samuel Godley's gravestone 31: Remembering Samuel Godley Sourcebook Activity 4: Named after Waterloo Sourcebook Activity 8: A faceless soldier Sourcebook Activity 10: Design your own insignia Sourcebook Activity 11: A historical inscription
IMG 7.1	The funeral procession for the Duke of Wellington, showing the cortege at Hyde Park Corner, 18 November 1852

	For a panorama, see the University of Cambridge's digital collections at: https://cudl.lib.cam.ac.uk/view/PR-HARLEY-MASON-A-00025/1
IMG 7.2	Skeleton of Napoleon Bonaparte's horse Marengo ©Westminster Archives For more views of the skeleton, see the National Army Museum's website at: https://collection.nam.ac.uk/detail.php?acc=1963-09-89-1
IMG 7.3	Samuel Godley's gravestone before the restoration
IMG 7.4	Samuel Godley's gravestone after the restoration, with an information board installed beside it
VID 7.1	'Saving Samuel Godley' project film ©Digital Works ©Westminster Archives http://www.stjohnswoodmemories.org.uk/content/samuel-godley/our-blog/watch-project-film
VID 7.2	Song: 'Only Remembered' https://www.youtube.com/watch?v=dEa4zueeAoo