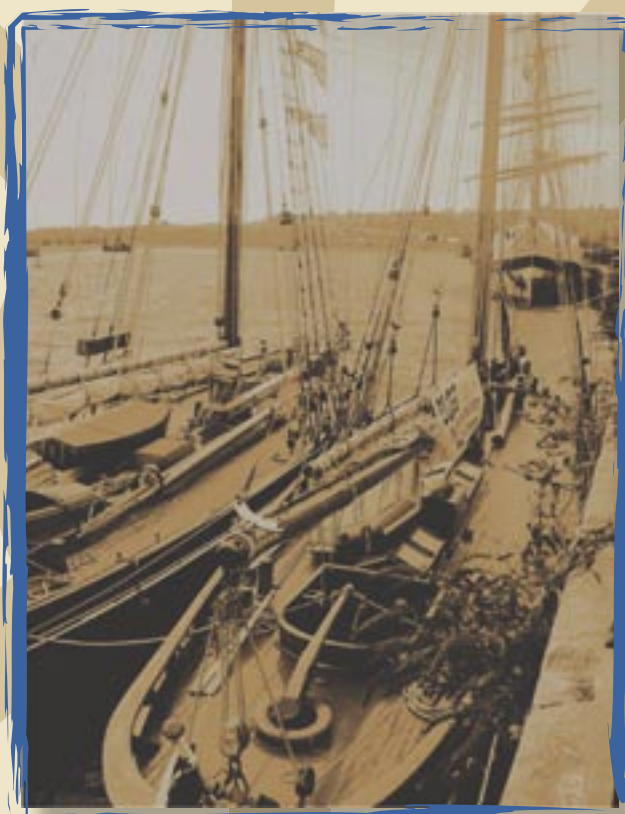


Stories of the Severn Sea



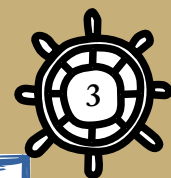
A Maritime Heritage Education Resource Pack
for Teachers and Pupils of
Key Stage 3 History





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Foreword

The Bristol Channel was for many centuries one of the most important waterways of the World. Its ports had important trading connections with areas on every continent. Bristol, a well-established medieval port, grew rich on the expansion of the British Empire from the seventeenth century onwards, including the profits of the slave trade. The insatiable demand for Welsh steam coal in the late nineteenth and early twentieth centuries gave the ports of south Wales an importance in global energy supplies comparable to that of the Persian Gulf ports today.

There was also much maritime activity within the confines of the Channel itself, with small sailing vessels coming to south Wales from Devon and Somerset to load coal and limestone, pilot cutters sailing out to meet incoming vessels and paddle steamers taking Bristolians and Cardiffians alike for a day out in the bracing breezes of the Severn Sea.

By today, most of this activity has disappeared, and the sea and its trade no longer play such an integral part in the commercial activity of places such as Bristol and Cardiff. Indeed, it is likely that more people now go out on the Severn Sea for pleasure rather than for profit. We cannot and must not forget, however, that the sea has shaped our past, and knowing about, and understanding that process should be the birthright of every child who lives along the Bristol Channel today – on whichever side! That is why I welcome this pioneering resource pack, and I hope that it will find widespread use in schools throughout the area.

Dr. David Jenkins.
Senior Curator,

National Waterfront Museum,
SWANSEA.

April, 2007.



Introduction

The Severn Estuary has a wonderfully rich and varied maritime heritage, much of which has been preserved along the coast and in local museums. Stories and evidence about life and society of early settlements, the first trade routes, port development and piloting entwine with exciting and dramatic tales about smuggling and piracy, shipwrecks and the industrial revolution to make learning about the Severn Estuary's maritime heritage fascinating and enjoyable.

This resource pack has been funded by the European Union Regional Development Fund INTERREG IIB via the COREPOINT Project. The pack aims to raise awareness of local maritime heritage for teachers and pupils of Key Stage 3 History around the Severn Estuary.

Each section within the pack deals with a different maritime theme. This includes a teacher's summary, a glossary of terms, key points for students, local examples, activities and links to web pages.

The resource pack is also supported by a CD ROM and web page which can be used as part of classroom activities.

Partners

The education pack has been developed in conjunction with a number of voluntary and professional organisations. These include:

- The Marine and Coastal Environment Group (MACE) of Cardiff University
- The Severn Estuary Partnership
- National Museum and Galleries of Wales
- SS Great Britain Trust in Association with Destination Bristol
- Newport Medieval Ship Project
- Watchet Boat Museum
- Bettws High School, Gwent, South Wales
- Ysgol Gyfun Bro Morgannwg, Barry, South Wales
- Ysgol Gyfun Glantaf, Cardiff, South Wales.

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Tel: 029 20 874000

Project updates at: <http://www.earth.cf.ac.uk/research/mace/corepointheritage.shtml>





The National Curriculum of England and Wales

The Teachers Notes indicate which parts of the National Curriculum sections relate to. The following table lists each point, as referred to in the document.

National Curriculum for England - Key Stage 3 History

<http://www.nc.uk.net> National Curriculum England online. Downloaded 8th January 2007.

1. Chronological understanding

a) Pupils should be taught to recognise and make appropriate use of dates, vocabulary and conventions that describe historical periods and the passing of time.

2. Knowledge and understanding of events, people and changes in the past

a) to describe and analyse the relationships between the characteristic features of the periods and societies studied including the experiences and range of ideas, beliefs and attitudes of men, women and children in the past

b) about the social, cultural, religious and ethnic diversity of the societies studied, both in Britain and the wider world

c) to analyse and explain the reasons for, and results of, the historical events, situations and changes in the periods studied

d) to identify trends, both within and across different periods, and links between local, British, European and world history

e) to consider the significance of the main events, people and changes studied.

3. Historical interpretation

a) how and why historical events, people, situations and changes have been interpreted in different ways

b) to evaluate interpretations.

4. Historical enquiry

a) identify, select and use a range of appropriate sources of information including oral accounts, documents, printed sources, the media, artefacts, pictures, photographs, music, museums, buildings and sites, and ICT-based sources as a basis for independent historical enquiries

b) evaluate the sources used, select and record information relevant to the enquiry and reach conclusions.

5. Organisation and communication

a) recall, prioritise and select historical information

b) accurately select and use chronological conventions and historical vocabulary appropriate to the periods studied to organise historical information

c) communicate their knowledge and understanding of history, using a range of techniques, including spoken language, structured narratives, substantiated explanations and the use of ICT.



6. Breadth of study

During the key stage, pupils should be taught the Knowledge, skills and understanding through three British studies, a European study and two world studies.

7) In their study of local, British, European and world history, pupils should be taught about:

- a) significant events, people and changes from the recent and more distant past
- b) history from a variety of perspectives including political, religious, social, cultural, aesthetic, economic, technological and scientific
- c) aspects of the histories of England, Ireland, Scotland and Wales where appropriate
- d) the history of Britain in its European and wider world context
- e) some aspects in overview and others in depth.

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 living throughout the British Isles, including the local area if appropriate.

9. Britain 1500-1750

A study of crowns, parliaments and people: the major political, religious and social changes affecting people throughout the British Isles, including the local area if appropriate.

10. Britain 1750-1900

A study of how expansion of trade and colonisation, industrialisation and political changes affected the United Kingdom, including the local area.

11. A European study before 1914

A study of a significant period or event in the prehistory or history of Europe.

12. A world study before 1900

A study of the cultures, beliefs and achievements of an African, American, Asian or Australasian society in the past (other than those included in the programme of study for key stage 2).

13. A world study after 1900

A study of some of the significant individuals, events and developments from across the twentieth century, including the two World Wars, the Holocaust, the Cold War, and their impact on Britain, Europe and the wider world.



National Curriculum for Wales- Key Stage 3 History

<http://old.accac.org.uk/uploads/documents/33.pdf> Downloaded 8th January 2007

1. Chronological Awareness

Pupils should be taught to:

- a) place events, people and changes within their wider chronological framework
- b) use conventions which describe historical periods and the passing of time.

2. Historical Knowledge and Understanding

Pupils should be taught to:

- a) analyse the characteristic features of the periods, situations and societies studied and the diversity of experience within each one
- b) describe, analyse and explain the causes and consequences of the historical events, situations and changes studied
- c) make comparisons and connections between the main events and developments studied, both within and across periods
- d) assess the significance of the main events, people and changes studied.

3. Interpretations of History

Pupils should be taught to:

- a) consider how and why some historical events, people and changes have been interpreted differently
- b) apply their historical knowledge to analyse and evaluate interpretations.

4. Historical Enquiry

Pupils should be taught to:

- a) investigate historical topics independently using a range of historical sources in their historical context, including documents, artefacts, visual sources, buildings and sites, music and oral accounts, statistics and other numerical data, interpretations and representations and, where appropriate, ICT
- b) ask and answer significant questions
- c) select sources and collect relevant information from them
- d) record and evaluate the information acquired
- e) reach reasoned conclusions.

5. Organisation and Communication

Pupils should be taught to:

- a) select, recall and organise historical information with increasing independence and accuracy
- b) use the necessary vocabulary to help them understand the historical issues and developments studied, and to apply the appropriate terms and ideas to explain different historical events and features
- c) communicate with increasing independence in a variety of ways, including extended writing, visual and oral presentations and different uses of ICT.



6. Wales and Britain in the Medieval World, c.1000–1500

Pupils should be taught about some of the characteristic features of medieval society and the particular significance of the period for the history of Wales. They should be taught about pre-Norman Wales and England c.1000 and the impact of the Normans, about aspects of medieval society, the role of the church and the international dimension of the medieval world, including a study in depth of one international aspect.

7. Wales and Britain in the Early Modern World, c.1500–1760

Pupils should be taught about some of the major political and religious changes which shaped the history of Wales and Britain in this period. They should be taught about the changes in institutions such as the church, the monarchy and Parliament, and the effects these had on Wales. They should have the opportunity to study in depth either one international aspect of life in this period or one aspect of its social and economic life.

8. Wales In Industrial Britain, c.1760–1914

Pupils should be taught about the social, economic and technological transformation of Wales and Britain during a period of industrialisation, its effects, and the social, cultural, religious and political responses to them in Wales and Britain. Pupils should be given opportunities to study in depth at least one related topic.

9. The Twentieth-Century World

Pupils should be taught about aspects of twentieth-century world history. They should be taught about some major events and developments which have shaped the modern world, through studies of the impact of world war and changes in twentieth-century society, including the role of significant individuals. Where appropriate, this should include the impact of these events and developments on Wales.

10. An Aspect of Local History

Pupils should be taught about an aspect of local history, which should be a study of the local community for a defined historical purpose over a specific timespan, making use of locally accessible historical sources. It should, where appropriate, deal with matters raised by other study units in the programme of study but avoid duplication with the local study unit undertaken at Key Stage 2.

11. One Historical Theme

Pupils should be taught one historical theme in depth from those listed below. The theme should cover one example in depth and make contrasts and connections with other examples which illustrate the theme. The theme must be chosen from the following: Explorations and encounters; War and society; The world of work; Revolutions; Frontiers; Migration and emigration; Empires; Sport and society.



Smuggling

Teacher's Note:

This section outlines:

1. The origins of smuggling
2. Why smuggling was so common in the Severn Estuary
3. Thomas Knight of Barry
4. William Arthur of Lundy Island
5. Smuggling in Sully

It relates to the following parts of the National Curriculum:

England: 2a, 2c, 3a, 4a, 4b, 5a, 5c, 6, 7a, 7b, 7c, 7d, 7e, 8, 9, 10

Wales: 2b, 2c, 2d, 3a, 3b, 4a, 4c, 4d, 4e, 5b, 6, 7, 8, 10, 11

Smuggling



Smuggling

Smuggling

Glossary

Smuggling:

illegal transport of goods or people in or out of a country, often to avoid taxes.

Customs: the duties levied by a government on imported goods.

Owling: the owl-like noises made by smugglers to communicate with each other.

The Origins of Smuggling

Smuggling began in the reign of King Edward I, about 1300, when a customs duty was placed on the export of wool, which was in great demand in Europe. This was the first legislated customs system in England, and until it was set up all trade in and out of England was free.

Early duties were quite small, but as the Hundred Years War (1337-1453, England and France) progressed, so the taxes went up, to help pay for the troops and fighting.

Many local people did not believe that customs were fair, therefore supported the work of smugglers, especially as they could then buy cheaper goods!



Smugglers Fighting (Anon)

<http://www.smuggling.co.uk/>

How Goods were Smuggled

It was relatively easy to smuggle goods. As inbound ships sailed along the Severn Estuary, some cargo was offloaded to smaller vessels. The "lost" cargoes were explained as "spoilage" or "lost in storms". Ship captains and other officials were bribed into silence.

The Severn Estuary was notorious for smugglers and pirates. The shape of the channel made it easy for smugglers to avoid customs officers. When the King's men were collecting payments at Bristol, ships' masters would often escape to the unmanned ports of Barry or Cardiff and when officers were at Barry, they could escape to Bristol.



Smuggling Caves at Sully

http://www.smuggling.co.uk/gazetteer_wales_10.html#fNB169

Thomas Knight of Barry

Barry Island is known as a tourist destination today, but this hides a chilling history. It was once a real island, and the private domain of smuggler Thomas Knight. He built fortifications around the coast, and ran a fleet of heavily-armed smuggling ships, importing spirits and tobacco from the Channel Islands, and soap from Ireland.

Knight arrived in Barry around 1783, in a ship called the John O'Combe. With support from local people, Knight quickly made the island his own. Knight was said to have a force of 60-70 men defending the island from uninvited interest. The local population had more respect for Barry's smuggling king than for the real king (George III).

Knight's crews did not hesitate to fire on the king's vessels, and the crews of the revenue cutters feared for their lives. Sometimes the custom house boats refused to give chase, the crew arguing that there was no pension scheme for customs men injured in the line of duty. To prevent this, a £10 payment was introduced for mariners who lost a hand or foot, and free medical treatment for any injury.



Historical OS Map of Barry 1875

<http://www.gtj.org.uk/en/blowup1/20956>

The Smugglers Song

*Five-and-twenty ponies, Trotting through the dark-
Brandy for the Parson,
Baccy for the Clerk;
Laces for the lady; letters for a spy,
And watch the wall, my darling,
While the Gentlemen go by!*

-Rudyard Kipling

William Arthur of Lundy Island

Knight's reign was brief, and in 1785 the authorities forced him to hide on Lundy. His place was taken by another smuggler called William Arthur. Arthur was as tough as Knight, and the local collector of customs guessed that it would take 60 soldiers on horseback to make the island safe. William Arthur had been described as 'the most daring smuggler in Glamorgan during the 18th century', and at one stage he ruled Barry Island almost as a kingdom.



Smuggling in Sully

Sully was a port in the 1740s which was only legally allowed to trade coastwise (with another British port). Nevertheless, quantities of goods, notably livestock, were landed on the beach at Sully, and stored in the yard of the Pot Inn.

This hostelry was... 'a regular smugglers' resort' and the ancient manor house had a well with a false bottom:

'the flow of water could be stopped, and what remained pumped out. Underneath the false bottom was a vault in which a horse and cart could easily have been turned. It was evident that smuggling had been carried on here extensively, but so secretly that it was not even suspected'.

Did You Know???

Smuggled goods were imported AND exported. Tin was exported in ships from Bristol, who claimed to be carrying other cargoes because taxes were also charged on exports.

Smuggling

Activities

1. Find out why local people had more respect for Thomas Knight than for the King. (Use web link 1).
2. Using web link 1 and the map of Barry in 1875, identify potential loading, hiding and transport routes to avoid customs men.
3. What is the "Smugglers Song" about? Do the local people in it support or oppose smuggling- why?
4. How widespread was smuggling in the Severn Estuary? (Use web link 2).



Web Links

1. <http://www.gtj.org.uk/en/blowup1/20956>
2. www.smuggling.co.uk
2. www.smuggling.co.uk/history
3. www.villagenet.co.uk/history/1300-smugglers.html
4. www.smuggling.co.uk/gazetteer_wales_10.html#fnB169



Smuggling

Smuggling

Activities/Cymraeg

Text to come



Web Links

1. www.smuggling.co.uk
2. [www. Smuggling.co.uk/history](http://www.Smuggling.co.uk/history)
3. www.villagenet.co.uk/history/1300-smugglers.html
4. www.smuggling.co.uk/gazetteer_wales_10.html#fnB169

Piracy

Teacher's Note:

This section outlines:

1. What is piracy
2. How piracy was carried out
3. Where and when piracy occurred
4. Why people became pirates
5. Famous local pirates: Henry Morgan, William de Marisco and Salkeld

It relates to the following parts of the National Curriculum:

England: 1, 2a,2b, 2c, 2d, 3a, 3b, 4a, 4b, 5a, 5b, 5c, 6, 7a, 7b, 7c, 7d, 7e, 9, 10, 12, 13

Wales: 1a, 1b, 2a, 2b, 2c, 2d, 3a, 3b, 4a, 4b, 4c, 4d, 4e, 5a, 5b, 5c, 7, 8, 10,11



Piracy

Piracy

What is Piracy?

Piracy is the attack or theft of a ship for its cargo.

Definitions

Pirate: a seagoing robber who recognised no government and attacked ships for their cargoes.

Privateer/ corsair/ buccaneer: a person paid by the government to attack enemy ships for a share of the plunder.

New World: the Caribbean islands and east coast of America.

How was Piracy Carried Out?

Pirates needed to make their enemies fear them, so they would fly a flag with a skull and crossbones and dress in formal clothes with heavy weapons.

Pirate ships would approach and board merchant vessels, often beating or killing the crew. Cargoes would be seized and sometimes the ship would be taken.



Smugglers Fighting (Anon)

<http://www.smuggling.co.uk/>

Where and When Did Piracy Take Place?

Some of the earliest pirates were the Phoenicians who raided the Mediterranean around 2000 B.C. The Vikings were also well known for piracy between 800-1066AD.

The pirates we are most familiar with are from The Golden Age of Piracy (16th - 19th centuries). Their favourite haunts included the Caribbean, the Mediterranean and the Far East.

These days, piracy is still common, but mainly takes place in areas where locals have little money, such as the Indian Ocean, South East Asia and around the Caribbean islands.

Why Become a Pirate?

Sometimes the crew of a merchant ship would plan a mutiny if they were unhappy about the way a ship was being run. In such cases, the crew might kill the captain and any officers onboard and take over the ship themselves.

In other cases, men would become pirates when their ship was captured and they were asked whether they wanted to be thrown overboard or join the pirate crew. Crew were usually better fed and looked after on a pirate ship, therefore were much happier. To add to the attraction, there was always the chance of a share in a good "loot" to look forward to.

Henry Morgan



Thanks to Tredegar House in Newport for permission to photograph this painting of Henry Morgan as a young man.

Henry Morgan was born in Llanrumney, near Cardiff in 1635 and died in 1688. He was a 17th century buccaneer who fought with the Spanish for control of the Caribbean.

Some may call him a pirate, but Henry Morgan was a key figure in securing trade routes between the English Commonwealth and the New World.

An attack on Panama in 1671 broke a peace treaty between England and Spain, as the city was burned down and looted. Morgan was arrested and sent to London for trial, but as relations with Spain broke down, King Charles II forgave him, offered him a knighthood and sent him back to Jamaica as deputy governor and later acting governor.

Sir Henry saw out his days as a planter and respected member of the ruling class before he fell ill and died in 1688.

William de Marisco

While English and Welsh pirates were away plundering Spanish treasure ships, the Algerians and Spanish raided the Bristol Channel. Lundy Island was an ideal base for pirate ships. The island lies in the centre of the Severn Estuary, on the approaches to Newport, Bristol and the upper estuary.

Vikings (800AD) were one of the first to use it, although a twelfth-century Lord of Lundy, William de Marisco, famously turned to piracy after his father quarrelled with King Henry II. De Marisco was captured in 1242, dragged to London with a horse's tail and became the first person to be hanged, drawn and quartered as a legal punishment.

Salkeld, Pirate King of Lundy

An Englishman called Salkeld staged a coronation ceremony at which he was to be crowned Pirate King of Lundy in the early seventeenth century. He was stopped by militia men led by the mayor of Barnstaple.

Salkeld's gang were mainly French pirates, who operated from Lundy in the sixteenth and seventeenth centuries. Fortunately, they escaped the fate that killed Danish buccaneers who took refuge on Flat Holm and Steep Holm islands, off Weston-super-Mare. These starved to death when the weather stopped them from leaving.



Rules of Piracy - Articles

Once a ship became a pirate ship, a set of rules called "Pirate Articles" were put in place. These described important things like how treasure was to be shared out, who would be the captain and how dangerous or unacceptable behaviour would be punished.

Punishments included walking the plank, being marooned on an island, having a limb cut off or being shot.



The New World

<http://www.unmuseum.org/pirate.htm>

Did You Know???

Pieces of eight were really silver ingots worth eight reales (one dollar) in the 17th - 19th centuries

Treasure trove, the gold, silver and other precious artefacts found in the ground in Britain, does not belong to the finder, but to the Crown. The finder is allowed to keep a small proportion of its value though!

Medieval Ship's 'Pirate' Past

The medieval ship uncovered on the banks of the River Usk in Newport could have been part of a pirate fleet, according to new research.

The BBC's Timewatch programme has revealed the ship, which was discovered in 2002, was probably owned by the Earl of Warwick - one of the most powerful nobles of the 15th century.

Warwick, known as the Kingmaker having deposed two kings during the Wars of the Roses, turned to piracy when short of money to fund his political ambitions.

Welsh historian Bob Trett has found documentary evidence that Warwick ordered the refit of one of his ships in Newport.

Warwick owned land around Newport and the city may have been a base for part of his pirate fleet.

Archaeologist Nigel Nayling believes the ship was being repaired in Newport

Nigel Nayling, an archaeologist from the University of Wales, Lampeter, said: "The ship was probably at Newport undergoing repairs and was later abandoned during the wild and lawless times which existed during the Wars of the Roses."

Ref: http://news.bbc.co.uk/2/hi/uk_news/wales/3450003.stm
BBC Wales News Article 1 February 2004



Piracy

Activities

1. Look at the map of the New World. Where might pirate ships have a) hidden and b) attacked?
2. Draft up your classroom “articles”
3. Go to the BBC website about Henry Morgan (web link 1) and read different views about Henry Morgan. Do you think Henry Morgan was a pirate or a buccaneer? Write an obituary for him.
4. Look at the article about the Newport Ship. Do you think the Newport Ship was ever a pirate ship? Investigate for yourself via web link 2.
5. Listen to one of the pirate songs on web link 4. Make up another verse to go with a song you’ve listened to.



Web Links

1. http://www.bbc.co.uk/wales/southeast/halloffame/historical_figures/henry_morgan.shtml
2. http://news.bbc.co.uk/2/hi/uk_news/wales/3450003.stm
3. <http://www.unmuseum.org/pirate.htm>
4. <http://www.talklikeapirate.com/songs1.html>