



Meet the Huguenots: Lesson Plan

Class	Key Stage	Time	Curriculum Areas
Year 5 & 6 (could be adapted for year 4)	2	60-70 minutes	History (local / topic after 1066) Geography (Where is the UK / mapping) Citizenship – British Values

Learning Objectives:

- To understand who the Huguenots were
- To explore why they moved to the UK
- To recognise where they settled in England
- To understand some skills of the Huguenots
- To be able to discuss issues such as refugees and understand values such as tolerance
- To understand their presence in London and rich and poor lives
- To explore how the Huguenots became a part of their community

Sensitivity: Stories of persecution and refugees, there may be members of the class who have fled war torn countries or persecution. This is a historic topic but may raise difficult memories and emotions.

There are links in the lesson plan mainly to the Huguenots of Spitalfields website. Pages from there can be downloaded or used as fact sheets or reading material as part of the lesson too.

Teacher / student activities	Timings	Resources	Notes
<p><i>Introduction:</i></p> <p>Build excitement</p> <p>Explain the words / terminology</p> <p>Explain that the Huguenots were Christians who lived in France – theirs is a story of courage, danger, excitement, bravery, persecution and terror. The name Huguenots is a name the soldiers used for these people to let them know how much</p>	0.00-0.05	<p>Slide 2</p> <p>Slide 3 The image is the Huguenot cross. More information on faith is here.</p>	

they were disliked– it was not a friendly name.			
<i>France and Huguenots</i> – explain what it was like in 16 th and 17 th centuries	0.05-0.10	Slide 4 – French Flag Slide 5 – Huguenots	
<i>Persecution of the Huguenots</i> St Bartholomew’s Massacre, 1572 Could also compare to Protestant Britain / Elizabeth I What Huguenots did	0.10-0.15	Slide 6 Image of Elizabeth I – understand historical time Slide 7	
<i>France to Britain</i> Point out Britain and France or ask them where the countries are, may be identify England specifically. Series of maps that zoom in on the Huguenots leaving France and arriving in England. Elaborate on each map and/or ask questions e.g. world map shows continents – how many are there? What are their names? What is a ‘political’ map of Europe? Etc.	0.15-0.20	Slide 8-10 Could also use maps / atlas	
<i>Chart a Huguenot journey</i> Tell the story of the Portal Brothers (Henri and Guillaume) in the barrel, as the students to point to the places on their maps or on slide 7. More information about Southampton is here . Paper on bank notes – why is it different?	0.20-0.25	Slide 11 Image of Huguenot family waiting on the beach in France for a boat Slide 12 Outline of the Portal Brothers’ story Slide 13: Bank Notes	More information about the Portal Brothers is here :
<i>Our First Refugees</i> Sensitivity warning. The Huguenots were refugees – can anyone explain the word refugee? Can you think of any examples of why someone might become a	0.25-0.30	Slide 14: Image of Huguenots leaving France Slide 16: Discussion points	You could use emojis and words for feelings - place some on the table and ask children to

<p>refugee? The Huguenots were one of the first refugee groups in the world.</p> <p>Activity – Discuss why people might leave their country? What problems might they face moving from country to another? (Language, money, jobs, home, passports etc)</p> <p>Discuss or identify feelings</p>		<p>Emotions / words / faces</p> <p>Use these questions if needed:</p> <ol style="list-style-type: none"> 1. What could have happened to a Huguenot caught trying to leave the country? 2. How did the place where the Huguenots lived affect the choice of where they fled? 	<p>hold up which they would use.</p>
<p><i>Locate Huguenot towns</i></p> <p>Look at London and places throughout the country where Huguenots settled. Why towns?</p> <p><i>Activity</i> Using atlases, in pairs or on tables, to find some of the Towns and Cities where the Huguenots settled. London; Canterbury; Dover; Southampton; Sandwich. Mark these on student's maps.</p> <p>Use the maps to discuss why they might have settled there – jobs; money; friends; close to where they arrived.</p> <p><i>Activity</i> Ask the students to chart the journey the Huguenots may have taken on their sheets.</p> <p>Explain where Spitalfields is – map of London, east London. Mainly working class, industry (houses), between the City and the Port of London.</p>	<p>0.30–0.35</p>	<p>Slide 17</p> <p>There is more on these towns here</p> <p>Use maps of the UK / England (mainly South and South East) to locate towns.</p> <p>Could print out the slide to use the map.</p>	

<p><i>What did the Huguenots do?</i></p> <p>Use the slides to introduce the different skills and jobs the Huguenots brought with them. Silverwork, clocks, gun-making etc.</p> <p>Objects are in museums all around us that testify to their impact in Britain.</p> <p>Ask the children why weaving is important? What does it do?</p>	0.35-0.40	<p>Slides 18 to 20</p> <p>Much more here.</p>	
<p><i>Weaving and Silk</i></p> <p>Use the slides to explain silk and weaving. Can ask: Why is silk a luxury product? What does that mean? Mrs Fanshawe's Dress (1750s) is in the Museum of London. It is made out of silk woven in Spitalfields, 14 different colours and silver thread entwined. Can ask: Would it be comfortable to wear? Who would have worn it? How expensive is it?</p> <p>What do you think people thought of the Huguenots skills/craftsmanship? Do you think this helped them settle into life in UK? Draw out of your discussion the values the Huguenots displayed of honesty, loyalty, trustworthiness, committed to their faith, hardworking, tolerance, adaptability.</p> <p><i>Activity:</i> Ask the children to design a simple silk pattern from flowers. Use examples on presentation plus a newer interpretation as inspiration.</p>	0.40-0.50	<p>Slides 21 – 28</p> <p>There is more on silk here</p> <p>There is more on Mrs Fanshawe's Dress here.</p>	
<p><i>Rich and Poor – Life in Spitalfields</i></p> <p>Differences between the groups at extremes of the silk industry. Master Weavers in charge, merchants, bought and sold silk and silk products. Journeyman weaver made</p>	0.50-0.55	<p>Slides 29 – 31</p> <p>More on silk weaving and different roles here.</p>	

<p>products, often on looms for 12 hours a day 6 days a week in own homes.</p> <p>Wealth and Poverty – ask class to identify differences in what they can see (height, height of windows etc)</p>			
<p><i>Traces in Spitalfields</i></p> <p>Houses, emblems on houses, today. Discussion: what makes a community? Places, people, parks, things</p>	0.55–0.60	<p>Slide 32</p> <p>More also here</p>	
<p><i>Sum Up</i></p> <p>Main points at end of lesson</p>		Slide 33	