



ENGLISH HERITAGE
EDUCATION

KS1-2

KS3

KS4+

TEACHERS' KIT

Dover Castle

This kit helps teachers plan a visit to Dover Castle, which has more than 2,000 years of history defending England's shores. Use these resources before, during and after your visit to help students get the most out of their learning.



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Step into England's story

WELCOME

This Teachers' Kit for Dover Castle has been designed for teachers and group leaders to support a free self-led visit to the site. It includes a variety of materials suited to teaching a wide range of subjects and key stages, with practical information, activities for use on site and ideas to support follow-up learning.

We know that each class and study group is different, so we have collated our resources into one pack allowing you to decide which materials are best suited to your needs. Please use the contents page, which has been colour-coded to help you easily locate what you need and view individual sections. All of our activities have clear guidance on the intended use for study so you can adapt them for your desired learning outcomes.

To further aid your planning, we have created Hazard Information guidance, which you can download from the Dover Castle **Schools page**. Here you can also find information on our expert-led Discovery Visits and an overview of what your class can experience. You can find more practical information about your booked visit to Dover Castle in the Education Visit Permit and the Site Information Pack which have been sent to you.

We hope you enjoy your visit and find this Teachers' Kit useful. If you have any queries please don't hesitate to get in touch with a member of our team either via bookeducation@english-heritage.org.uk or on 0370 333 0606.

English Heritage Learning Team

ICON KEY

The icons below will help you quickly identify the types of activities and information presented.

							
							
SPEAKING	VIDEO	HANDS ON	LOOK	WRITE	READ	ROLE PLAY	CHALLENGE
							
MAP	QUOTE	EXAMINE	ART	INDIVIDUAL ACTIVITY	GROUP ACTIVITY	DID YOU KNOW?	

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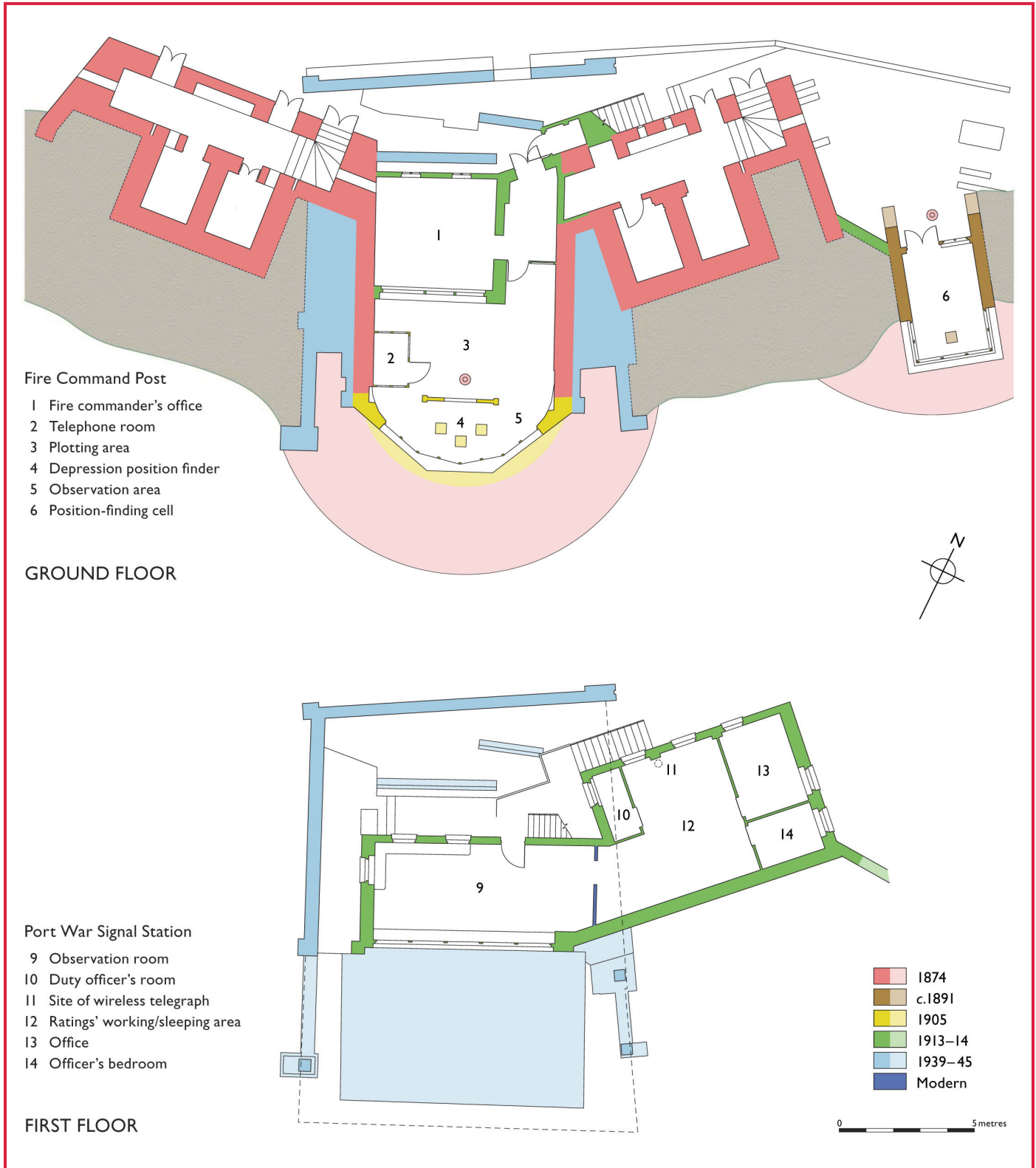


PRE-VISIT

Information and activities you can use in the classroom before your visit.

FIRE COMMAND POST AND PORT WAR SIGNAL STATION

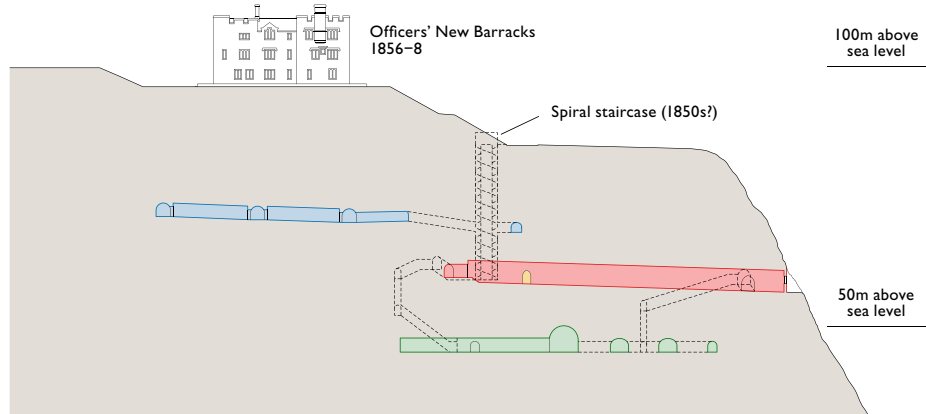
SITE PLAN



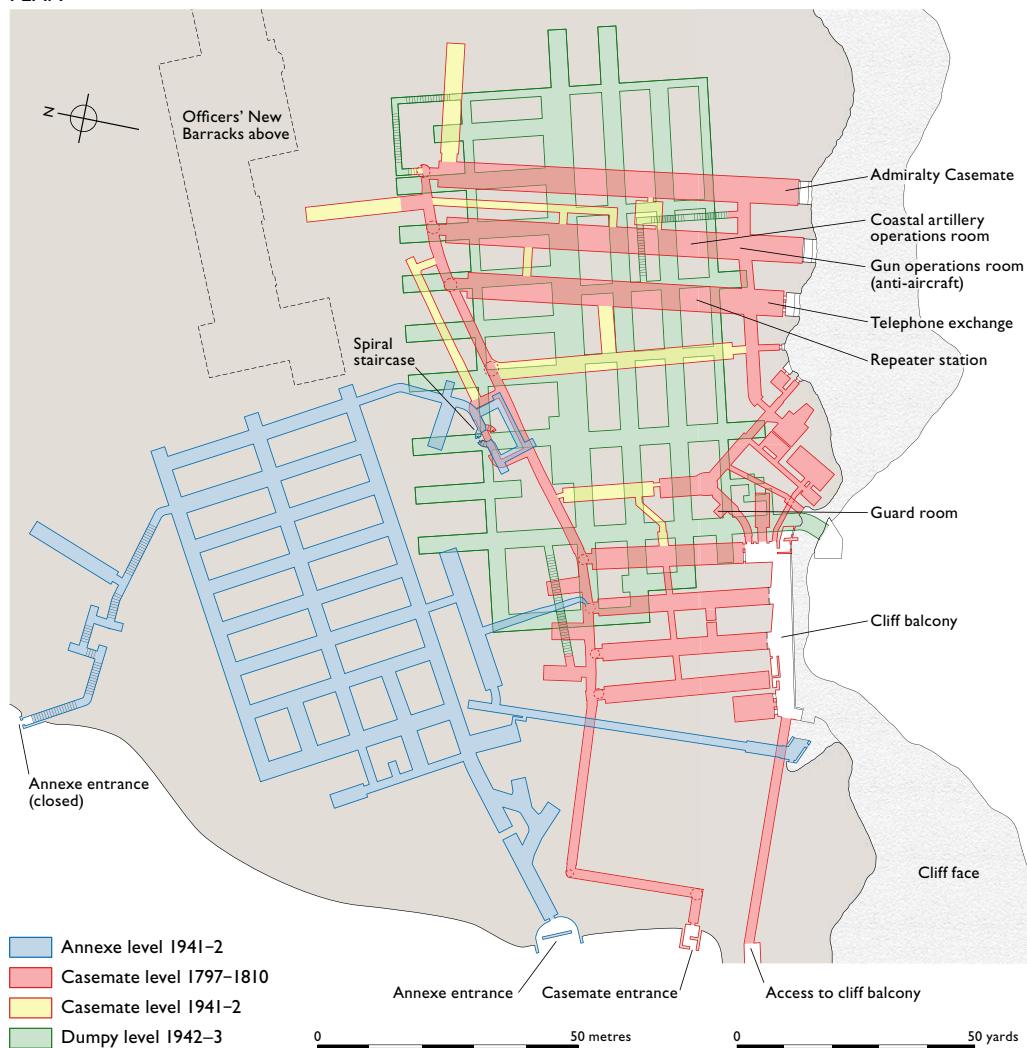
DOVER CASTLE'S WARTIME TUNNELS

SITE PLAN

SECTION LOOKING EAST



PLAN



HISTORICAL INFORMATION

DISCOVER THE STORY OF
DOVER CASTLE

Below is a short history of Dover Castle. Use this information to learn how the site has changed over time. You'll find the definitions of the key words in the Glossary.

EARLY HISTORY

More than half a million years ago, Britain and France were part of the same land mass. A chalk ridge (the North Downs) stretched from what is now Kent to northern France. As glaciers melted, a huge freshwater lake was created that gradually washed away some of the soft chalk, eventually creating a breach (gap). When the sea levels rose again, they flooded and widened the breach, creating the English Channel.

There is evidence of people crossing the Channel across the **Strait of Dover** from as early as around 6100 BC. By the Iron Age (c.800 BC–AD 43), there was regular cross-Channel trade. The huge earth **ramparts** underneath Dover Castle's medieval **curtain wall** are probably the remains of an Iron Age **hillfort**.



The huge earth ramparts beneath the medieval castle at Dover were probably originally an Iron Age hillfort.

ROMAN DOVER

In the first half of the 2nd century, once the Romans had conquered Britain, a fleet of ships – the *Classis Britannica* – patrolled the Channel. Dover was the base for the fleet on the British coast. Dover became a key port – evidence of a massive harbour wall has been found beneath the town, near Market Square. A fort was built to protect the harbour. The **pharos** at Dover Castle was one of a pair (the second was built on the other side of Dover but no longer exists). These two lighthouses, with the help of a third across the Channel at Boulogne in France, helped guide ships safely into the port.

The fort was abandoned by the Roman fleet early in the 3rd century. A second fort was built by AD c.270, to improve defences and communications around Britain's coast.



In the 2nd century, two lighthouses were built high up on either side of Dover's Roman harbour to guide ships safely into the port.

SAXON COMMUNITY

Dover remained an important port in the Saxon period, and a **mint** was created there in the 10th century. The church of St Mary in Castro at the heart of Dover Castle is thought to have been built in the 10th or early 11th century. Its large size, and the discovery in the 1960s of a Saxon cemetery underground nearby, suggests that there was a big community living on or near the hill. At the time of the Norman Conquest, there was probably a defensive enclosure or **burh** on the hill, within the Iron Age **earthworks**.



The size of the Saxon church of St Mary in Castro at Dover Castle suggests that a large community lived on the hill.

WILLIAM THE CONQUEROR'S CASTLE

Following his success at the Battle of Hastings in 1066, William, Duke of Normandy (r.1066–87), took the town of Dover and burnt it. He then built **fortifications**, though we don't know what these looked like. It was probably a castle in the Iron Age hillfort, making use of the earthwork defences.

By the mid 12th century, nine **baronies** had been created in the south-east to help protect the important port of Dover.

One baron supported the castle's **constable** and the other eight supplied knights to permanently defend the castle.



In 1066, William the Conqueror took the town of Dover and burnt it, before building new fortifications.

HENRY II

When Henry II (r.1154–89) was crowned king of England, he was also Duke of Normandy and Count of Anjou. He also owned huge estates in south-west France through his marriage to Eleanor of Aquitaine. Henry was extremely wealthy and, as king, became very powerful.

In 1170, Thomas Becket, the Archbishop of Canterbury, was murdered by four of Henry's knights in Canterbury Cathedral. The murder shocked Europe, Becket became a **martyr**, and **pilgrims** began arriving at his tomb. In 1173, he was made a saint.

Dover was a landing point for many pilgrims arriving in England. Eventually, Henry was forced to acknowledge the importance of Becket's martyrdom and arranged to be ceremonially flogged at the shrine. This royal recognition led to more high-profile visits – in 1179, King Louis VII of France came to Dover on his way to Canterbury.

In 1180, Henry began a massive rebuilding programme. Between 1180 and 1189, he spent £6,000 – a very large amount of money at the time – on Dover Castle and it became the most expensive castle in England during his reign. The magnificent castle would leave visitors in no doubt of Henry's wealth and power. Important visitors might be invited to stay there. It is likely that rebuilding the castle at Dover was Henry's way of reasserting his authority in the aftermath of Becket's murder.



Henry II spent huge amounts of money on rebuilding Dover Castle in the 12th century.



Part of a stained glass window showing the murder of Thomas Becket in Canterbury Cathedral.

1200s: KING JOHN'S MISTAKES AND THE GREAT SIEGE

When Henry II died, his son, Richard the Lionheart (r.1189–99), continued to spend money on building work at Dover Castle. When Richard was unexpectedly killed, his brother John (r.1199–1216) succeeded him.

King Louis VII of France took advantage of John's poor decision-making and, between 1202 and 1204, gradually took back the land that the **Angevin kings** of England had won in France, including Normandy. The hostile French power was now just across the Channel. John needed to strengthen the defences along the south-east coast. He created a **royal fleet** between 1205 and 1215. Dover Castle was now on the front line in defending against the French, and John spent more than £1,000 on its defences.

By 1215, most English barons and the Church had rebelled against John's government, and he was forced to agree to a set of restrictions on his rule in **Magna Carta**. However, John later broke the agreement, beginning the **First Barons' War**. This time the barons had the support of the French king, Philip Augustus. In 1216, Philip's son, Prince Louis, landed in Kent with an **expeditionary force** ready to capture Dover Castle to gain control of the port and the shortest crossing point of the Channel.

At the time, Dover Castle was protected by King John's supporter **Hubert de Burgh**. In July 1216, the French **besieged** the castle, but Hubert led a strong defence with a small **garrison**. The French tunnelled beneath the north **gatehouse** and although one of its towers collapsed, the defenders fought off the invaders by hand-to-hand fighting. Louis agreed a truce on 14 October.

On 18 October, King John died. In May 1217, Louis attacked Dover again, but again it defended itself and as the rebels had begun to lose power, a settlement was agreed and Louis withdrew from England.



During King John's reign, King Louis VII took back England's land in France, leaving only the English Channel between the two countries hostile to each other.



In the 1216 Great Siege, French miners tunnelled beneath the north gatehouse to undermine it. The eastern tower collapsed, but the defenders fought off the invaders.

HUBERT'S EXTRAORDINARY DEFENCES

King John's son, Henry III (r.1216–72), was just nine years old when he became king, so a **regency** government ruled in his place. Hubert de Burgh played a leading role in this government, spending huge sums of money on remodelling the defences at Dover Castle, following lessons learnt from the 1216 French siege.

Between 1217 and 1221, £4,865 was spent on rebuilding the castle and paying for its garrison – a huge amount of money for the time. Hubert oversaw strengthening the outer curtain wall, blocking up the old north gatehouse that was damaged in the siege, and building the new and much stronger gateway – Constable's Gate – from a huge base built up from the deep moat. To stop attackers besieging the northern area of the castle again, Hubert built a series of **outworks** and the huge St John's Tower. To connect these defences with the rest of the castle, a network of tunnels were built deep underground. The tunnels had **sally ports** or side gates, which allowed soldiers defending the castle to aim fire at attackers within the ditch.

Dover Castle had become one of the largest and most important in England.



Constable's Gate, built by Hubert de Burgh in the early 13th century, rises from a huge battered (sloping) base from the bottom of the moat.

1265: ELEANOR CLAIMS THE CASTLE

During the 1260s, Henry III's government faced a serious challenge by a group of rebel barons, led by **Simon de Montfort**, Earl of Leicester. In 1263, De Montfort captured Dover Castle and later imprisoned Prince Edward, Henry's son. In June 1265, De Montfort's wife, Eleanor, claimed the castle but by August, her husband had been killed in the **Battle of Evesham**. Eleanor hired archers to protect her and prepared to hold out at Dover Castle. However, she had imprisoned 14 royalist knights in the castle, who managed to escape and barricaded themselves in the Great Tower. When Prince Edward brought forces from London to besiege the tower, Eleanor was faced with enemies both inside and outside the castle, and had no choice but to surrender to Edward.



In 1265, Eleanor de Montfort tried to hold the castle against Prince Edward. But the 14 royalist knights she had imprisoned escaped and barricaded themselves in the Great Tower, ready to support Edward's siege.

1500s: ROYAL TUDOR VISITORS

By the 16th century, the castle had begun to fall into decay, but it always had a garrison because of its strategic position on the coast.

King Henry VIII (r.1509–47) stayed at Dover Castle several times. In the 1530s, Henry split from the Roman Catholic Church and reformed religious practices in England.

Following the **English Reformation**, for about two years, England had no nearby foreign allies. Henry's actions had angered the Catholic powers of Europe and the threat of invasion was very real. Henry quickly identified weak spots along the coast and built a chain of forts to guard England's ports, anchorages and landing beaches. As part of this work, Henry improved the defences in Dover harbour and mounted extra cannons at the castle.

Henry needed **Protestant** allies in Europe so he set up a marriage with Anne of Cleves, the daughter of a powerful German duke. In 1539, Anne of Cleves, soon to be Henry's fourth wife, stayed at Dover Castle on her way from Germany to Canterbury. The Great Tower was refurbished in honour of her arrival.

Though the threat of attack was over by 1540, the newly improved defences at Dover Castle became part of Henry's wider strategic plan to protect the southern coast of England.

In 1573, Elizabeth I (r.1558–1603) stayed at Dover Castle, but on her next visit preferred to stay in the town. The fact that the castle was beginning to decay probably inspired Elizabeth to fund a new programme of repairs. In the 1580s, the pharos was roofed and floored to store gunpowder.



Henry VIII's break from the Catholic Church angered France and Spain, and England's south coast was once again under threat of invasion.



Elizabeth I (c.1597) paid to have parts of Dover Castle repaired in the 1500s.

1600s: A PRINCESS, PARLIAMENTARIANS AND PRISONERS

In the 17th century, the castle saw its last royal visitor. In 1625, the French princess **Henrietta Maria** stayed at the castle on her way to marry Charles I (r.1625–49). She was not impressed with the accommodation, her entourage claiming that ‘the queen was rather badly housed’.

When the **English Civil War** broke out in 1642, the town of Dover sided with Parliament but the castle garrison remained loyal to the king. However, on 21 August 1642, armed **Parliamentarians** from the town surprised the garrison in the night and took the castle.

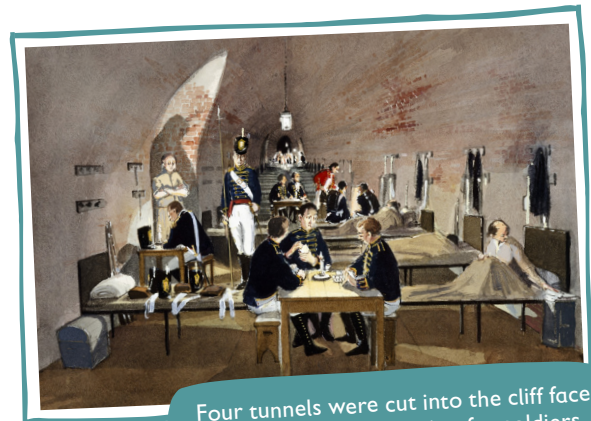
After the **monarchy** was restored, the castle was neglected and only a small garrison remained there with just 17 gunners. At some point in the late 17th century, the Great Tower was stripped and adapted to house French prisoners of war, who left fine carvings around the building that can be seen today.



A portrait of Henrietta Maria painted by Sir Peter Lely in 1660. When Henrietta stayed at Dover Castle, her chamberlain complained that her entourage were ‘treated with very little magnificence’.

1700s: TRANSFORMATIONS AND TUNNELS

In 1745, at the time of the second **Jacobite** rebellion, England was under threat of invasion by the French, who supported **Charles Edward Stuart**’s claim to the throne. If the French landed in England, they needed to secure a port, and Dover was the clear option. The medieval palace buildings of the inner bailey were therefore converted into **barracks** for a larger garrison who could better defend the castle and port.



Four tunnels were cut into the cliff face to create accommodation for soldiers.

During the **French Revolutionary Wars** (1792–1802) and **Napoleonic Wars** (1803–15), Dover was once again a target for French invasion. Prime Minister William Pitt’s government spent huge sums of money on building several new barracks, including a system of new tunnels, excavated behind the cliff face, in which to house soldiers. The rest of the castle’s defences were transformed to mount more gun **batteries** and to be able to withstand **artillery** bombardment. The work was planned and supervised by a military engineer, **Lieutenant-Colonel William Twiss**.

THE FIRST WORLD WAR AT DOVER

With a peacetime garrison in the castle, and a busy port, soldiers and sailors were and had for many years been part of everyday life at Dover. The revolution in artillery in the mid 19th century had produced much more powerful guns, mounted in steamships, so new batteries were built facing out to the sea and more new barracks for soldiers were added.

Before the First World War, Dover was designated as a Defended Port, with an army garrison to defend it from land and sea attacks.

When the First World War was declared on 4 August 1914, the huge Admiralty Harbour was crucial. It supported the naval forces (famously known as the Dover Patrol) that could control the Strait of Dover and safeguard troops and supplies. It also provided safety for ships that brought the resources of the Empire to Britain.

War triggered a pre-prepared defence plan, causing the number of soldiers to grow from about 3,000 to between 10,000 and 16,000, while increased naval activity brought more sailors. The pre-war population of around 43,000 increased on occasion to over 60,000 as men came and went. Barracks filled up, buildings were converted and hut camps were built to cope with the numbers.

The soldiers of the Royal Garrison Artillery (RGA) defended Dover from landward and seaward attack with big coast defence guns. Other regiments of the garrison built and defended a string of earthworks, trenches, barbed-wire barriers and strongpoints on the

high ground around the town, with checkpoints to monitor comings and goings. Camps of temporary huts, rifle ranges and training facilities enabled thousands of recruits to prepare for active service in the war.

The Dover Command, Royal Navy (RN), was very important in the First World War. The main roles of the Dover Command were guarding the Straits from German **U-boat** attack, escorting friendly ships, laying anti-submarine nets and **minefields**, clearing German mines, and bombarding German troops in France, from ships and aircraft.



Warships in Admiralty Harbour at the end of the First World War. © Dover Museum and Bronze Age Boat Gallery



Men of the Royal Berkshire Regiment, training with a Maxim machine gun at Dover in 1913. © The Rifles Berkshire and Wiltshire Museum

THE ARMY AND THE FIRE COMMAND (FC) POST

In wartime, the Dover FC Post protected the Fortress and Admiralty Harbour against attack from the sea, 24 hours a day.

In the First World War, 13 men of the RGA worked here in 'watches' of 4 or 6 men, on duty for 8 or 12 hours. Their responsibility covered the sea and coast from Folkestone (6 miles west) to St Margaret's Bay (4 miles east) and the activities of almost 500 men who manned guns and searchlights.

The Fire Commander was responsible for 16 coast guns and 14 searchlights. The decision to open fire was his, in conjunction with the Fortress Commander, and in action he was in charge. The Fire Commander relied on naval intelligence from the Port War Sign Station (PWSS) on the floor above, and regularly co-operated with the Chief Officer in charge of the PWSS.



A rare British 3-inch anti-aircraft gun used in the First World War, restored by English Heritage thanks to a grant from the Heritage Lottery Fund.

THE NAVY AND THE PORT WAR SIGNAL STATION (PWSS)

At this time, the Royal Navy was developing a worldwide network of War Signal Stations. Those within Defended Ports, like Dover, were called Port War Signal Stations. The PWSS at Dover was built above the army's Fire Command Post. It was completed on 3 September 1914, a month after the start of the First World War. It helped to control the movement of all ships into and out of Dover harbour.



Signalling practice in the RN during the First World War. © IWM

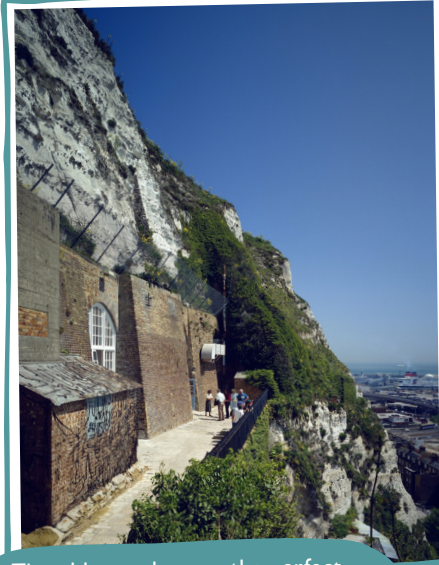
In wartime, naval staff carried out round-the-clock observation of the approaches to Dover harbour from the Straits. Staff in the PWSS identified RN warships visually or by exchanging signals, while the ships waited outside the harbour: only then were they permitted to enter port. The wide window was for watching, with binoculars, for approaching RN ships and potentially hostile ships and aircraft. The roof above was used for visual signalling such as **semaphore** and **Morse code**.

PREPARING THE TUNNELS FOR THE SECOND WORLD WAR

Mostly deserted since the late 19th century, the Napoleonic tunnels had a very different role during the Second World War. In the 1930s, the threat of war with Germany was growing. In 1938 **Rear-Admiral Bertram Ramsay** was brought out of retirement to set up the **naval sub-command** at Dover. The old Napoleonic tunnels were installed with better lighting and ventilation, radios and telephones ready for the outbreak of war.

The tunnels would become the hub of defence operations at Dover. One tunnel became the **Admiralty Casemate** and others were used for the **coastal artillery operations** room and a gun operations room for **anti-aircraft** defences.

From the tunnel headquarters, Ramsay organised the naval defence of the Strait of Dover and the eastern Channel, including laying minefields across the Channel to stop German submarines, safe transportation of the British **Expeditionary Force** to France and cross-Channel communications and supply lines.



The old tunnels were the perfect location for naval headquarters – they were safe from bombing, had a view of the harbour and were close to the Port War Signal Station.



The Port War Signal Station controlled the movement of Royal Navy ships in and out of Dover harbour, using flag signals and wireless.

Learn more about the **Wartime Tunnels** in this short video (2 min 9 sec):
<https://youtu.be/fY0EGyO0T1k>



DOVER AND THE DUNKIRK EVACUATION

By 25 May 1940, the German army had advanced so far through Holland, France and Belgium that the British Expeditionary Forces, French and some Belgian forces were trapped in the area around the port of **Dunkirk**, with no way to escape except by the sea. That evening, the British government, led by the Prime Minister, Winston Churchill, ordered the evacuation of as many men as possible. It would be called: **Operation Dynamo**.



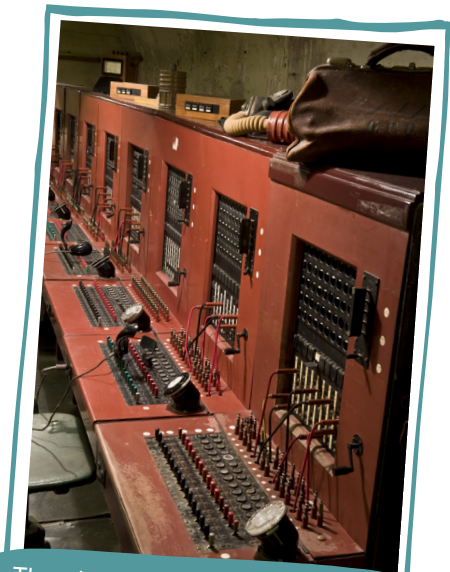
The Coastal Artillery Operations Room was used for monitoring ships' movements – it co-ordinated the response of the coast defence guns to any enemy threat.

26 MAY: OPERATION DYNAMO BEGINS

At Dover, Vice-Admiral Ramsay had begun preparations for an evacuation by sea. By 26 May, 15 passenger ferries were ready at Dover (and another 20 at Southampton) to sail to Dunkirk to collect the **Allied Forces** from the quays, along with smaller **merchant** and **civilian vessels** from Britain, Holland, France and Belgium, all escorted by Royal Navy ships.

At 6.57pm on 26 May 1940, Ramsay received the signal to begin Operation Dynamo. His staff inside the cliff tunnels worked non-stop to organise the evacuation. The telephones were constantly ringing with calls to request more ships, for special trains to transport troops, for weapons, **ammunition**, medical supplies, fuel, rations, water and more trained staff. Plans were often changed and decisions had to be made very quickly under intense pressure.

When the first **convoy** of ships arrived at the port of Dunkirk, they found the inner harbour heavily bombed and on fire. Only two of the boats were able to get to dock. It was clear that another way of rescuing the soldiers needed to be found.



The telephone exchange in the tunnels was constantly receiving calls for equipment for the operation.

27–30 MAY: DANGEROUS CROSSINGS

Shallow water at Dunkirk meant that it was difficult for the large boats to get close to the shore, so soldiers had to be taken out to them in smaller boats. However, there were very few of these available and the swell often meant they were hard to load. It was decided to try using a concrete **mole** that ran 1,300m out to sea as part of the outer harbour. It was not designed to cope with large ships, but it allowed troops to get close enough to board.



Vice-Admiral Bertram Ramsay in 1943.

Meanwhile, Ramsay was organising for more **destroyers** and warships to come and help with the effort and Dover harbour was crowded with vessels. The wounded were helped ashore and new supplies were loaded for the next journey across the Channel. Many of the troops had not eaten for several days.

The **Admiralty** was also organising all available small boats in eastern and southern England. More than 200 boats were checked by the Navy and sailed to Dunkirk with their civilian owners. They mostly helped to carry the soldiers from the beaches out to the larger ships waiting in the deeper water. 78 of these boats were lost during the evacuation.

Ships returning to Dover with soldiers still faced challenges from German bomber aircraft, minefields and enemy submarines. Several boats were sunk. Ramsay was forced to order any ship carrying troops not to stop to help sinking ships, as they became an easy target for enemy **torpedoes**.



A French destroyer sinking off Dunkirk loaded with troops, 30 May 1940.

On 29 May, so many destroyers were sunk or damaged that the Admiralty withdrew the eight newest and largest to keep them safe for future battles. However, these were necessary for Operation Dynamo to transport as many troops as quickly as possible. On 30 May, Ramsay contacted the Admiralty and successfully won six of the eight destroyers back to keep working on the evacuation.

1–3 JUNE: FINAL EVACUATIONS

1 June was a clear day, making it easier for German bomb planes to target the ships and soldiers. Ramsay was forced to carry on the evacuation only under the cover of darkness – the ships were sent at night and banned from using their navigation lights, making the journey even more dangerous.

On 2 June, Ramsay tried to rescue the soldiers who were bound on stretchers but the hospital ships, despite being clearly marked with a red cross, were damaged so badly by bombers that the mission had to be abandoned. Ramsay would not give up and sent a larger force during the night, with 13 passenger ships, 14 **minesweepers** and 11 destroyers. By 11.30pm that night, the evacuation was complete.

By 3 June, the German army was getting close to Dunkirk. This night would be the last chance to evacuate any troops. British, French, Belgian and Dutch ships were sent and brought back over 26,000 men.

The withdrawal of Allied troops from France was a victory for Germany. The British Army lost huge amounts of equipment that they were forced to abandon on their retreat through France and in and around Dunkirk.

However, Operation Dynamo had rescued most of the army's key strength – trained men. The successful evacuation was a boost to morale of the British people, and the 'Dunkirk spirit' of fighting on in the face of terrible odds would be felt throughout the war in Britain.

Find out more about the **Dunkirk evacuation**: www.english-heritage.org.uk/visit/places/dover-castle/history-and-stories/operation-dynamo-things-you-need-to-know



British troops line up on the beach at Dunkirk to await evacuation.



Evacuated troops enjoying tea and other refreshments at Addison Road station, London, 31 May 1940.

GLOSSARY

TRICKY TERMS AND WHAT THEY MEAN

Below is a list of words you might come across while exploring Dover Castle. Use this Glossary to find out what they mean.



Henry II was one of the Angevin kings, who owned land in Anjou, France.

Admiralty – the government department that led the Royal Navy

Admiralty Casemate – one of the wartime tunnels, used by Vice-Admiral Ramsay for his naval headquarters

Allied Forces – the group of countries fighting against Germany and Japan during the Second World War, led by Britain, the Soviet Union, the United States and China

ammunition – a supply or amount of bullets and shells

Angevin kings – the Plantagenet kings of England, many of whom also owned land in Anjou, in France. The Angevins began in England with Henry II (r.1154–1189) and ended with King John (r.1199–1216).

anti-aircraft – a weapon (often a gun) used to attack enemy aircraft

artillery – large guns (cannons) used in war on land

barony – an area of land made up of estates ruled over by a high-ranking noble (the aristocracy or ‘upper classes’), i.e. a baron. Baronies were created as a way of ruling England and providing resources for its defence.

barracks – a large building or group of buildings used to house soldiers

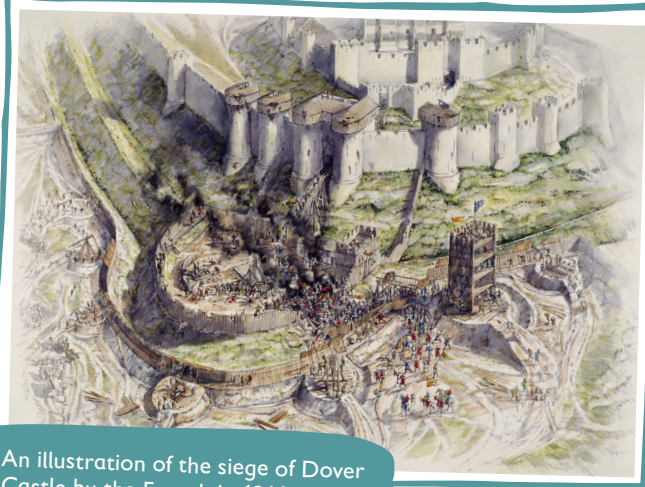
batteries – strong and well-defended platforms or structures for heavy guns



This anti-aircraft gun was used at Dover during the First World War.

Battle of Evesham – one of the main battles of the Second Barons' War in the 13th century, between King Henry III (r.1216–72) and a group of rebel barons, led by Simon de Montfort, Earl of Leicester. The battle marked the defeat of De Montfort and the rebellious barons by Prince Edward – later King Edward I (r.1272–1307) – who led the forces of his father, Henry III.

besiege – to surround (a place) with armed forces in order to capture it or force its surrender



An illustration of the siege of Dover Castle by the French in 1216.

burh – a Saxon defensive fort

Charles Edward Stuart – the eldest son of James Stuart, who was the son of James II (r.1685–88). Charles attempted to take the throne of the United Kingdom during the second Jacobite revolution; he was also known as 'Bonnie Prince Charlie'.

civilian – a person not in the armed services or the police force

coastal artillery operations – a centre of controlling the fire of coast defence guns against enemy ships



Constable's Gate at Dover Castle.

constable – the governor of a royal castle, responsible for its security

convoy – a group of ships or vehicles travelling together, often with armed troops, warships, or other vehicles for protection

curtain wall – a strong wall around a medieval castle or abbey, often linking towers together

destroyer – a small, fast warship

Dunkirk – a city and province (county) in northern France

earthworks – large-scale movement of earth and rock to make artificial banks and ditches for defensive purposes



The earthworks around St Mary's church at Dover were first built in the 11th century, and then raised again in the 13th century.



Canons like this were used in the English Civil Wars.

English Civil Wars (1642–1651) – the wars between people who supported Parliament (Parliamentarians) and people who supported the king (Royalists). The two sides disagreed on how England should be ruled.

English Reformation – a series of events during the 16th century, that saw the Church of England break away from the authority of the Pope and the Roman Catholic Church, the Suppression of the Monasteries and the beginnings of new and reformed religious practices

expeditionary force – a military task group formed to make a military intervention with a specific purpose

First Barons' War – a civil war between a group of rebellious barons, led by Robert Fitzwalter and supported by the French king, Philip Augustus, and King John. In 1215 at Runnymede, John agreed to the terms of Magna Carta but later failed to honour his promise. This provoked the barons, led by Robert Fitzwalter, to offer the crown to Louis, Dauphin of France, who landed in Kent in May 1216. John's death in October 1216 and the reissue of Magna Carta by his son, Henry III, ended the war.



King John (r.1199–1216) signed the Magna Carta but later broke the agreement, beginning the First Barons' War.

fortifications – defensive structures, e.g. a curtain wall, towers, moats

French Revolutionary Wars (1792–1802) – a series of conflicts between the revolutionary French Republic, which wanted freedom and equality but used increasing levels of violence to achieve these ideals, and several European countries who feared the revolution and tried to crush it

garrison – a group of troops living permanently in a fortress or town to defend it

gatehouse – room(s) built over a castle entrance, used by guards on duty, for living in, receiving guests and sometimes as prisons

Henrietta Maria – French princess, and, from 1625, queen consort of England, Scotland and Ireland as the wife of Charles I. She was the mother of Charles II and James II.

hillfort – a place of safety built on a hill, surrounded by defensive earthworks

Hubert de Burgh – 1st Earl of Kent. Hubert was one of the most influential men in England during the reigns of King John and King Henry III. Hubert won many battles for the royalist cause during the First Barons' War. He became a powerful figure in government from 1219 until 1229.

He was dismissed from court in 1232 and imprisoned on charges of treason. In 1234, he was pardoned by the king.

Jacobite – a supporter of James II after he was removed from power, and of his descendants, including Charles Edward Stuart, in their claim to the British throne

Lieutenant-Colonel William Twiss

– a respected British military engineer, in charge of designing massive new defences at Dover Castle to prepare for invasion during the French Revolutionary and Napoleonic Wars

Magna Carta – also known as the 'Great Charter', was the document signed by King John in 1215, placing limits on his power

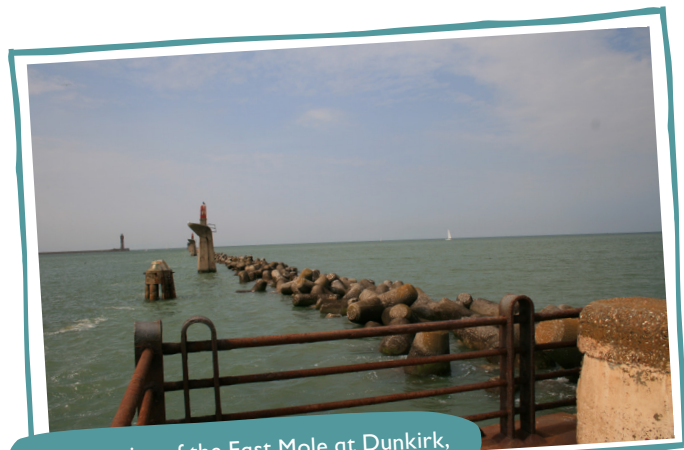
martyr – someone who is killed, and later honoured, because of their religious beliefs

merchant – a person or company involved in trade

minefield – an area planted with explosive mines

minesweeper – a ship or aircraft that detects and removes or destroys explosive mines

mint – a place where money is coined (made by stamping metal)



The remains of the East Mole at Dunkirk, 2009. By Paul Reed, ww2battlefields.com

mole – a large structure leading out from the shore into the sea

monarchy – the ruling king and/or queen

Morse code – a way of sending messages via a mixture of short and long sound or light signals (also called dots and dashes), each representing a different letter of the alphabet

Napoleonic Wars (1803–15) – a series of wars fought between France (under the leadership of the general turned emperor, Napoleon Bonaparte) and several other countries, including Britain. Napoleon was eventually defeated at the Battle of Waterloo in 1815.

naval sub-command – the staff who help control the Royal Navy and oversee all activities at sea

Operation Dynamo – the evacuation of Allied soldiers during the Second World War from the northern beaches and outer harbour of Dunkirk, between 26 May and 4 June 1940

outworks – a section of a fortification beyond a main fortress, often protecting a weak point, but connected to the main one

Parliamentarians – people who supported and/or fought on the side of Parliament in the English Civil War. They believed King Charles I should be removed from the throne and that England should be ruled by Parliament instead.

pharos – a lighthouse to guide sailors



King Charles I, who the Parliamentarians wanted to remove from the throne during the English Civil War.

pilgrim – a person who journeys to a sacred place for religious reasons, often to honour a particular saint or holy relic

Protestant – someone who disagrees with Catholic teachings; a member of a Christian religious movement against the established Roman Catholic Church

rampart – a defensive earthwork forming a steep-sided and high bank, often with a walkway on top for defence by foot soldiers or artillery

Rear-(later Vice) Admiral

Bertram Ramsay – the high-ranking Royal Navy officer who directed the evacuation of British and French troops from Dunkirk during ‘Operation Dynamo’ in May and June 1940, from inside the tunnels at Dover Castle



Vice-Admiral Bertram Ramsay in 1943.

regency – a government led by a regent (a person appointed to govern a country because the monarch is too young, absent or too ill to rule)

royal fleet – in the medieval period, an assortment of the ‘King’s ships’ assembled only when needed and then dispersed

sally port – a small gate or door, often concealed, in a fortification for the passage of troops when making a sudden, surprise attack on forces attacking a castle



A Leading Seaman signaller of the Royal Navy using semaphore to communicate with a ship waiting outside Dover harbour during the First World War. Illustration by Nick Hardcastle.

semaphore – a way of sending messages by holding two flags in certain positions, to represent different letters of the alphabet

Simon de Montfort – 6th Earl of Leicester, a nobleman who led the rebellion against King Henry III during the Second Barons’ War of 1263–64 and became ruler of England. During his rule, De Montfort stripped the king of unlimited authority. He was killed by forces loyal to the King in the Battle of Evesham.

Strait of Dover – a narrow sea passage between south-east England and northern France between the English Channel and the North Sea. It provides the shortest sea crossing between England and the European mainland.

torpedo – an underwater missile fired from a ship or submarine or dropped into the water from an aircraft, which explodes when it reaches its target

U-boat – a German submarine, shortened from the German word ‘Unterseeboot’

vessels – ships or large boats

IRON AGE

c.800 BC–AD 43

800 BC–AD 43

Pottery evidence shows that regular cross-Channel trade happened during the Iron Age.

Iron Age communities thrive in Britain.

ROMAN BRITAIN

AD 43–410

AD 43

The Romans arrive to conquer Britain.

AD 122–8

Emperor Hadrian builds a wall to defend northern Roman-occupied Britain from invasion by tribes from beyond the wall.

AD 410

The main Roman Army leaves Britain.

EARLY MEDIEVAL BRITAIN

AD 410–1066

AD 927

Æthelstan, king of the Anglo-Saxons, conquers York and is crowned the first king of the English.

800 BC

AD 43

AD 400

800 BC–AD 43

The earthwork ramparts beneath Dover Castle's medieval curtain wall are likely to be the remains of an Iron Age fort.

AD c.100–150

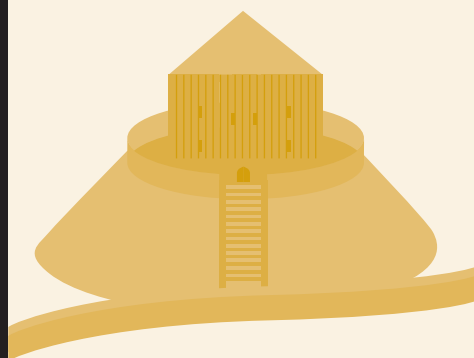
A fleet of Roman ships, the Classis Britannica, which patrolled the Channel begins to use Dover port as one of its bases.

Two lighthouses are built either side of Dover harbour to guide ships into port.

A fort is built to protect the port.

AD c.900–1000

The church of St Mary in Castro is built on the hill within the Iron Age earthworks.



PREHISTORY



10TH CENTURY

1ST CENTURY



MEDIEVAL BRITAIN

1066–c.1500

1066

William the Conqueror wins at the Battle of Hastings. The Norman Conquest of England begins.



1154–89

Reign of Henry II.

1170

Thomas Becket, Archbishop of Canterbury, is murdered by four of Henry's knights in Canterbury Cathedral.

1199

King John succeeds to the throne after the unexpected death of his brother, Richard the Lionheart.

1204

King John commissions the first royal fleet to defend the south coast from the threat of French invasion.

1215

King John signs Magna Carta. The peace agreement soon fails, beginning the First Barons' War.

1216

King John dies. His son, Henry III, is crowned at nine years old.

1000

1100

1200

1066

William the Conqueror takes the town of Dover and burns it, before building new fortifications.



**11TH
CENTURY**

c.1150

Nine baronies are created to support the defence of Dover. The barons supply knights to protect the castle.

1179

King Louis VII of France arrives in Dover, on his way to visit Becket's shrine.

1180–89

Henry II oversees a huge rebuilding of the castle at Dover.



**12TH
CENTURY**

1216

Prince Louis of France besieges Dover Castle but is fought off by the castle's garrison, led by Hubert de Burgh.

1217

Louis attacks the castle again, but is forced to agree a truce and finally withdraws.

1217–21

Hubert de Burgh oversees lots of defensive improvements to the castle, including a network of tunnels.

**13TH
CENTURY**

TUDOR BRITAIN

1485–1603

1260s

Henry III's government is challenged by a group of rebel barons, led by Simon de Montfort, Earl of Leicester.

1265

Prince Edward's royalist army defeats the rebel barons at the Battle of Evesham, where De Montfort is killed.

1509–47

Reign of Henry VIII.

1533

Henry is granted a divorce from Catherine of Aragon. He is excommunicated by the Pope.

1540

Henry VIII marries his fourth wife, Anne of Cleves.

1558–1603

Reign of Elizabeth I.

STUART BRITAIN

1603–1714

1625–49

Reign of Charles I.

1642–51

The English Civil War.



1649

Charles I is executed.

1660

Restoration of the monarchy of England, Ireland and Scotland. Charles II became king.

1500

1600

1263

Simon de Montfort captures Dover Castle and later imprisons Prince Edward there.

1265

De Montfort's wife, Eleanor, claims the castle. She tries to hold out after her husband's death, but is forced to surrender when the royalist knights she had imprisoned in the Great Tower escape.



**13TH CENTURY
(CONTINUED)**

1539

Following a period of neglect, parts of the castle are refurbished in expectation of hosting Anne of Cleves.

1573

Elizabeth I stays at the castle. Following her visit, she orders a new round of repairs.



**16TH
CENTURY**

1625

Henrietta Maria stays at Dover Castle on her way to marry Charles I. She is unimpressed with the state of the castle and repairs begin soon afterwards.

1642

Parliamentarian supporters from the town surprise the garrison and take the castle.

c.1660

The Great Tower is stripped and adapted to house French prisoners of war.

**17TH
CENTURY**

GEORGIAN BRITAIN

1714–1837

1714

The House of Hanover took the throne – George I was crowned king.

1745

A Jacobite rebellion, led by Charles Edward Stuart, marched south over the border into England.

The Jacobites were defeated at the Battle of Culloden in 1746, and Charles fled to France.

1756

The Seven Years War began in Europe, pitting England against France once again.

1700

1745 onwards

The castle's medieval buildings in the inner bailey, including the Great Tower, are converted into barracks to accommodate a larger garrison.

1756

The castle defences are updated to face the threat from Europe, and parts of the curtain wall are adapted to mount gun batteries.

1792–1809

Lieutenant Colonel William Twiss designs massive new defences at Dover Castle. New barracks are built, including in a system of new tunnels, excavated behind the cliff face. The rest of the castle's defences are upgraded to withstand artillery.

**18TH
CENTURY**

VICTORIAN BRITAIN

1837–1901

1792–1802 and 1803–15

The French Revolutionary Wars and the Napoleonic Wars once again make France an enemy of Great Britain.

1837–1901

Reign of Queen Victoria.

1851

Louis-Napoléon, President of the French Republic, overthrows the republic and begins a dictatorship as Napoleon III, Emperor of France.

1800

c.1850–1900

New batteries are built to support the heavier, more powerful guns introduced from the mid 19th century and to defend against new steam-powered, iron-sided warships.

**19TH
CENTURY**

20TH CENTURY

1900–1999

1909

Louis Blériot is the first person to fly a powered aircraft across the Channel, crash-landing in a meadow north-east of the castle.

1914–18

First World War.

1939–45

Second World War.

1962

President Kennedy of the USA begins a naval blockade of Cuba, to prevent the Soviet Union from establishing nuclear weapons on one of its islands.

1900

2000

1914

The Fire Command Post is extended to include the Port War Signal Station.

1939–45

The Napoleonic tunnels become the naval and army headquarters for operations along the south coast and at sea, including the evacuation of Allied troops from Dunkirk in 1940. Later in the war, parts of the tunnels are extended for use as a hospital.

1962

The tunnels are secretly equipped as one of 12 Regional Seats of Government if London is destroyed in a nuclear attack.

**20TH
CENTURY**

VICTORIAN BRITAIN

1837–1901

**1837–1901**

Reign of Queen Victoria.

1845

The arrival of the railway.

1871

Germany defeats France in the Franco-Prussian War.

1880

Greenwich Mean Time (GMT) is adopted in England.

1800

1847

The building of Admiralty Harbour begins.

1874

Hospital Battery is built for three 10-inch guns; one of four new gun batteries built to defend Dover Harbour from seaward attacks.

1887–8

The guns at Hospital Battery are withdrawn.

1890s

Dover is designated a Defended Port.

1891

Position-finding cells are built in former gun positions.

19TH
CENTURY

EARLY 20TH CENTURY

1900–1914

1903

The Wright Brothers fly the first powered aircraft.

1909

Louis Blériot is the first to fly across the Channel in an aircraft. He lands in Dover.

1912

RMS Titanic sinks after hitting an iceberg.

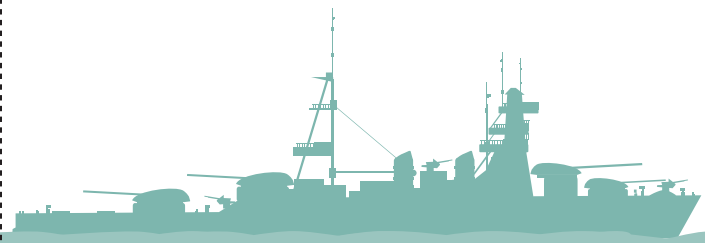
1900

1905

The Dover Fire Command is established and the Fire Command (FC) Post is built in the central gun position.

1909

Admiralty Harbour is completed.

20TH
CENTURY

FIRST WORLD WAR

1914–18

SECOND WORLD WAR

1939–45

1914

The First World War begins in Western Europe. The first bomb is dropped on England at Dover.

1916

Submarine and Zeppelin attacks on Dover.

1918

The Dover patrol raids the German-held port of Zeebrugge.

On 11 November at 11am, the First World War ends.

1939

The Second World War starts, after Germany invades Poland.

1940

Thousands of troops are rescued from Dunkirk and pass through Dover.

The Battle of Britain takes place.

1941

Germany invades Russia.

1945

The Second World War ends after atomic bombs are dropped on Japan.

2000

1914

In response to war being declared, the Dover Patrol and Fortress Dover are established.

The Port War Signal Station (PWSS) is built above the FC Post.

1939

The FC Post and PWSS are reopened as war is declared on Germany.

1915

The FC Post is extended to provide offices for the Fire Commander and Officer Commanding Electric Lights.

1940

A concrete blast wall is built behind the FC Post and PWSS.

1918

A concrete cover is built over the FC Post to protect it against aircraft.

1941

A concrete building is erected to cover the FC Post and PWSS.

1919

The FC Post and PWSS are closed.

1945

The FC Post and PWSS are closed down when the Second World War ends. Dover remains a garrison town.

20TH CENTURY
(CONTINUED)

THE FC POST AND PWSS TIMELINE

GEORGIAN BRITAIN

1714–1837

EVENTS IN BRITISH HISTORY

1714–27

Reign of George I.

1745

A Jacobite rebellion, led by Charles Edward Stuart, begins. A Jacobite army marches into England.

1746

Charles Edward Stuart is defeated at the Battle of Culloden and flees to France.

1756

The Seven Years War begins in Europe, with England and France on opposite sides.

1792–1802 and 1803–15

Great Britain and France are enemies again during The French Revolutionary Wars and the Napoleonic Wars.

1815

The British defeat Napoleon at the Battle of Waterloo. The number of soldiers in the British Army is quickly reduced.



1700

1745 onwards

The castle's medieval buildings in the Inner Bailey, including the Great Tower, are converted into barracks to accommodate a larger garrison.

1756

The castle defences are updated to face the threat from Europe: parts of the curtain wall are lowered and strengthened to mount gun batteries or for musket fire.

1800

1792–1809

Lieutenant-Colonel William Twiss designs and supervises massive new defences at Dover Castle. A system of tunnels is excavated behind the cliff face to house more soldiers.

1815

The tunnels are no longer used as barracks. Some of them are adapted as gunpowder magazines.

1818–27

Officers from the Coast Blockade Service use part of the tunnels as their base for capturing illegal smugglers.

18TH
CENTURY

19TH
CENTURY



ENGLISH HERITAGE
EDUCATION

VICTORIAN BRITAIN

1837–1901

1837–1901

Reign of Queen Victoria.



1936–52

Reign of George VI.

1938

British Prime Minister Neville Chamberlain negotiates a peace deal with Adolf Hitler, including agreeing that Germany take over the Sudetenland in Czechoslovakia. The British Fleet mobilise.

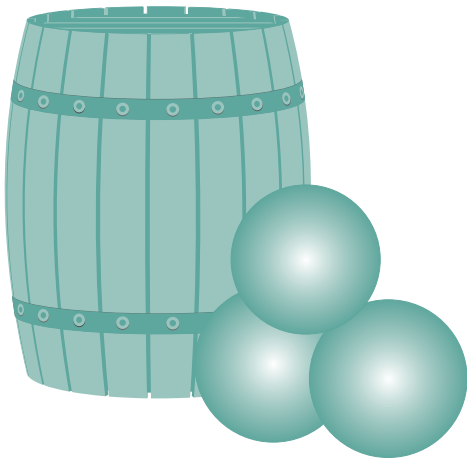
1939

Germany and the Soviet Union invade Poland. Days later, Britain and France declare war on Germany.

1900

c.1870s

The last ammunition is removed and the tunnels are abandoned.

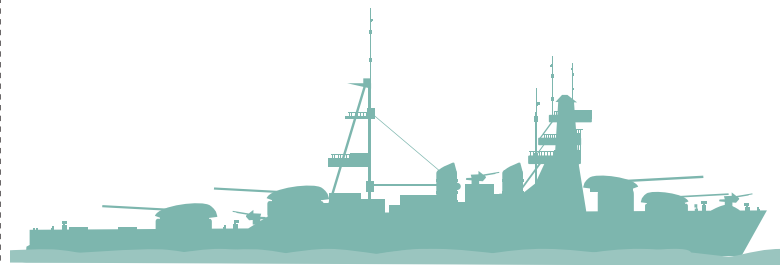


1938

Rear-Admiral Bertram Ramsay is brought out of retirement to re-create a Royal Navy sub-command at Dover.

1939

Planning is under way to equip the tunnels – safe from enemy bombardment – as the Royal Navy's headquarters for controlling the Strait of Dover.



19TH CENTURY
(CONTINUED)

20TH
CENTURY

DOVER CASTLE'S

20TH CENTURY

1900–2000

1940

(10 May) Chamberlain resigns and George VI asks Winston Churchill to become Prime Minister.

(14–25 May) The German Army marches westwards through France, forcing the retreating French and British forces to withdraw to the port of Dunkirk.

(22 May) After the fall of other French ports, Boulogne and Calais, the British Government orders the evacuation of as many troops as possible from Dunkirk.



1945

(7 May) Germany surrenders to the Western Allies and the Soviet Union.

1952–2022

Reign of Queen Elizabeth II.

1962

President Kennedy of the USA begins a naval blockade of Cuba, to stop the Soviet Union from putting nuclear weapons on its islands. The British Government prepares for nuclear war.

2000

1940

(20–26 May) Ramsay and the staff in the tunnels organise military and merchant ships to begin the evacuation of the British Expeditionary Force from France.

(26 May) Operation Dynamo begins.

(29 May) The first convoy of civilian 'little ships' from the Admiralty's 'Small Vessels Pool' sail to Dover.

(2 June) Evacuation of the BEF complete.

(4 June) Evacuation ends with the recovery of French and Belgian troops.

1940–45

The tunnels continue to be used as the Royal Navy's headquarters for the Dover command, monitoring the movement of enemy ships in the Channel.

1941–43

The tunnels are extended for use as a hospital, stores, more offices and accommodation.

1962

The tunnels are secretly equipped as one of 12 Regional Seats of Government if London is destroyed in a nuclear attack.

20TH CENTURY
(CONTINUED)

WARTIME TUNNELS TIMELINE

SELF-LED ACTIVITY

JUNIOR GEOGRAPHERS



KS1-2

Recommended for

KS1-2 (History, Geography)

Learning objectives

- Understand the geography of Dover Castle and the surrounding area.
- Develop basic map-reading and orientation skills and learn important vocabulary.

Time to complete

15–20 minutes



A screenshot of Dover Castle, as viewed on Google Maps. The Fire Command Post is marked out with a red pin.



The Fire Command Post and Port War Signal Station looking out to sea; a good spot for helping students understand the geography of Dover Castle.

SUMMARY

On a class projector screen, use the 'map view' on Google Maps (previewed left) to locate Dover Castle on the south-east coastline. Switch the view to 'satellite' to give your class a more detailed picture of the cliffs and landscape. This would be a good opportunity to discuss topography and learn key terminology relating to cliffs and coasts.

DIFFERENTIATION IDEAS

For KS1, you could print the map and give it to students to label with basic vocabulary such as: north, south, east, west, beach, cliff, coast, sea, town, port, harbour.

For KS2, you can use this opportunity to discuss the significance of latitude, longitude and co-ordinates. You might like to use an Ordnance Survey map as a comparison.

Finally, use 'street view' and find the First World War Fire Command (FC) Post and Port War Signal Station (PWSS). In 'street view', you can place the yellow man on the roof of the PWSS to give your class a 360° view.

Ask students to list the key things they can see on the eight different points of a compass. Now ask them: why is this a good place to build a castle?

Some answers include:

- Overlooks the shortest crossing point to France and has excellent views of the sea and harbour below.
- Located on the Strait of Dover, the vital seaway between the North Sea and the English Channel.
- At the top of a cliff, which is very hard to climb and acts as a natural defence from landward and seaward attack.

MORE LEARNING IDEAS

When you visit Dover Castle, take your class to the roof of the PWSS and repeat the activity. Bring compasses with you to help students orientate themselves. Standing on the signal platform, get students to spin around and list the things they can see on the different compass points. Then recap: why is this a good position to build a castle?

SELF-LED ACTIVITY

LOCAL HISTORY

RESEARCHERS



KS2

KS3

Recommended for

KS2 and KS3
(History, Geography)

Learning objectives

- Develop skills of research and historical enquiry.
- Consider Dover Castle in its local context, through a depth study or thematic study.

Time to complete

Various, depending on scope of research

SUMMARY

Ask students to research the history of the local area as a pre-visit research project. We recommend doing this in groups of about three.

Select one of the following studies for students to focus on:

- a local depth study, focusing on a specific time period, e.g. Dover during the First World War
- a thematic study, focusing on how one particular aspect or theme has changed over time at Dover, e.g. local industries, landscape and warfare.

SETTING UP THE RESEARCH PROJECT

Each group should decide on an enquiry question to guide their research, e.g. 'How has the town of Dover changed since Roman times?' or 'What impact did the Second World War have on Dover?'

Provide students with **Historical Information** (on pages 9–21) and **Sources** (on pages 66–72) to kick-start their research.

The English Heritage website is also a reliable reference for students: www.english-heritage.org.uk/visit/places/dover-castle/history-and-stories

You could use this research project to open up discussions about primary and secondary sources, issues of reliability and bias, plus skills of scrutinising historical evidence. You might like to work with the whole class to create a list of effective research skills and techniques before they begin the project. Each group can then use this list as success criteria to help them interrogate historical sources along the way.

MORE LEARNING IDEAS

When students visit Dover Castle, encourage them to use the buildings and objects at the site as a reliable source of information. They can use their trip to gather further evidence, with students working in their teams to take notes and make sketches as they explore the site.

Back in the classroom, ask each group to present their research findings to the rest of the class.

SELF-LED ACTIVITY

THE KING'S FEAST



KS2

KS3

Recommended for

KS2 and KS3 (History, English)

Learning objectives

- Learn about society in medieval England: dining, food and drink in a medieval castle.
- Develop creative writing skills by designing their own recipe.

Time to complete

30–40 minutes



Two replica aquamaniles (jugs) based on surviving 13th-century bronze and brass examples. An aquamanile was a vessel for containing water. The water was generally for hand-washing, which usually took place before meals in upper-class households.



The guest hall on the first floor of the Great Tower, set out for a 12th-century banquet.

SUMMARY

During Henry II's reign, the Great Tower at Dover Castle was occasionally used to host important guests and feasts. Medieval royal feasts often involved grand-scale and elaborate ceremony.

Introduce the different roles at a medieval banquet to your students:

- cook – directing the assistants
- cook's assistants – stirring sauces over the fire, chopping vegetables, mixing, basting the meat, whisking (with twigs!)
- carver – carving the meat at the table
- steward – directing the waiting servants
- spit boy/girl – turning the spit in the kitchen
- scullion (menial) – e.g. cleaning the spit
- sewer – head waiter and official taster of the food
- cup-bearer – brings the king's cup to the table
- pot boy/girl – collecting empty glasses from the table, serving drinks
- washer boy/girl – washing up (scouring with twigs and sand)
- musicians – entertaining the guests and the king
- jester – entertaining the guests and the king

Through a whole-class discussion, explore what these different roles tell us about medieval feasts. What clues do the roles give us about what technologies were available, what materials and ingredients they used and their etiquette?

Next, ask your students to carry out some research on what type of foods were eaten in medieval times and how they were cooked. Maggie Black's *Food and Cooking in Medieval Britain* and *Cooking and Dining in Medieval England* by Peter Brears are good source books. Working in small groups, students should use their research to design their own recipes to form an elaborate banquet for the king's visit to Dover Castle.

MORE LEARNING IDEAS

During your visit to the castle, your class can explore the banquet room in the Great Tower as well as the large reconstructed kitchens on the ground floor. They could carry out a role play in the guest hall using the roles listed above, or explore the kitchens to find out how their menu would be prepared at Dover Castle.

SELF-LED ACTIVITY

DISCOVER DOVER'S DEFENCES



KS3

Recommended for

KS3 (History)

Learning objectives

- Identify the defensive features of medieval Dover Castle.
- Explain the way some medieval defences work.
- Identify how the castle has changed over time.

Time to complete

15–20 minutes



The Great Tower at Dover Castle.

SUMMARY

Begin by introducing some key medieval castle defensive features to your class, for example: curtain walls, towers, keeps, moats, earthworks and inner or outer baileys.

Show your students the illustration of Dover Castle in the mid 13th century on the next page. Ask them to work in small groups to identify the key castle defences they can see at Dover Castle and to label their copy of the illustration.

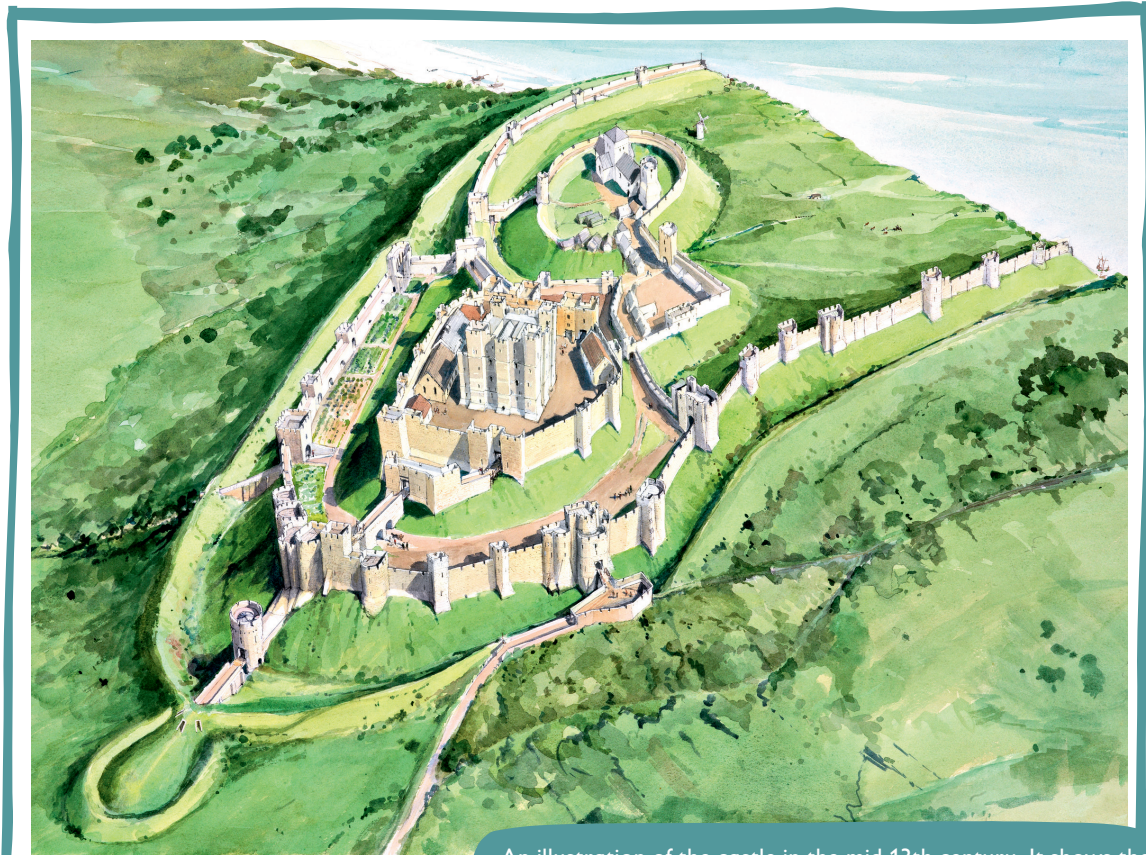
Next, each group should consider one or two defensive features in more detail. How would these stop invaders or withstand an attack? They should consider the landscape of the castle, and how how each defensive feature might work with others. After discussion, each group should explain how their chosen defensive feature works to the rest of the class.

Use the bottom illustration (on the next page) of Dover Castle as it looks today as a comparison to help students explore how medieval Dover Castle has changed over time. Ask students to identify the changes by circling them on their copy of the illustration. Then, in small groups, students should try to formulate why the defences and landscape may have changed.

MORE LEARNING IDEAS

Older students could use the **Historical Information** (on pages 9–21 of this kit) to help them investigate why Dover Castle was adapted during different conflicts.

DISCOVER DOVER'S DEFENCES



An illustration of the castle in the mid 13th century. It shows the castle at the height of its development in the medieval period.



Reconstruction illustration by Terry Ball, 2008. This illustration shows the castle as it looks today. Its last major role as a defensive fortress was against German forces during the Second World War.



AT THE CASTLE

Activities for students to do at Dover Castle to help them get the most out of their learning.

TOP THINGS TO SEE

EXPLORE THE GREAT TOWER

See if you can find all of these things and complete each challenge. KS1 students can use the tick list at the back while their teacher guides them around. KS2 students may want to lead their own learning in small groups.

Can't find your way?
Use the map at the back to help.



1 DRAWBRIDGE PIT

The steps leading to the top landing are divided by a middle gateway. Originally, this had a drawbridge and gates. The drawbridge pit still exists.

 WHERE IS IT?
Forebuilding

DID YOU FIND IT?



DID YOU KNOW?



In medieval times, the steps were open to the sky, so that archers could fire down onto the enemy outside from the towers and wall tops.

CHALLENGE TIME!



Imagine you are the enemy trying to storm the castle – what dangers would you face on these steps?



2 WELL CHAMBER

The chamber is designed around the deep well. It is more than 90 metres deep and reaches down to the natural springs near the base of the chalk cliffs.

 WHERE IS IT?
Second floor

DID YOU FIND IT?

DID YOU KNOW?



The well chamber is built into the thickness of the wall. In some places, the walls are 6.5 metres thick!

CHALLENGE TIME!



Discuss with your group: if you were asked to dig this well down through the building, how would you do it?

3 WALL HANGINGS

The painted wall hangings in the King's Hall show the events between William the Conqueror's victory at the Battle of Hastings in 1066, and the capture and rebuilding of Dover Castle in the same year.

 WHERE ARE THEY?
Second floor

DID YOU FIND THEM?



DID YOU KNOW?



Henry II became king in 1154, thanks to a claim to the throne passed down to him from his great-grandfather, William the Conqueror.

CHALLENGE TIME!



Think about what message these wall hangings would have sent to the important visitors who met with the king in this room.



4 MAPPA MUNDI

The replica world map near the door shows you how people viewed the world in the 12th century. A map like this was the ultimate symbol of power and status; you were VERY important if you had one.

 WHERE IS IT?
Second floor

DID YOU FIND IT?

DID YOU KNOW?

Medieval people used to think the world was flat. We now know it's a sphere.



CHALLENGE TIME!

Look closely at the map – do you recognise any countries? Is there anything odd about the shape and location of the countries?



5 THE KING'S BED

The covers are made of silk and backed with real Eurasian squirrel fur. These squirrels have blue-grey backs and white bellies. Medieval documents often show people sitting up in bed.

 WHERE IS IT?
Second floor

DID YOU FIND IT?



DID YOU KNOW?

In the 1100s, there was a job called 'The Bearer of the King's Bed'. These servants had to carry the bed wherever the king went.



CHALLENGE TIME!

No 12th-century beds survive. **Discuss** with your group: how might historians work out what a 12th-century bed looked like?





6 BECKET'S CHAPEL

The Archbishop of Canterbury, Thomas Becket, was killed by four of the king's knights in 1170. Henry II built this chapel to calm the rumours about his involvement in Becket's murder.

 WHERE IS IT?
Second floor

DID YOU FIND IT?

DID YOU KNOW?



The chapel is thought to have been built by the same masons that made the eastern end of Canterbury Cathedral, where Becket was murdered.

CHALLENGE TIME!



Look inside the chapel. Why do you think the decorations, flooring and windows are more detailed than in all the other rooms?

7 GARDEROBE

The room with dining tables arranged in a large U-shape is the guest hall. Linked to this is a small room with one toilet (garderobe), for guests to use. A medieval toilet had a wooden seat over a shaft in the thickness of the wall.

 WHERE IS IT?
First floor

DID YOU FIND IT?



DID YOU KNOW?



In medieval times, it was very fancy to have a garderobe just off the dining hall.

CHALLENGE TIME!



Spot the main differences between the King's Hall on the second floor and the guest hall on the first floor.



8 GRAFFITI

A lot of the graffiti on the walls were carved by French prisoners of war in the 1700s. The British military wanted to gain information and get money from their governments or families.

 WHERE IS IT?
First floor

DID YOU FIND IT?

DID YOU KNOW?



The oldest piece of graffiti found on the walls is more than 300 years old, dating back to 1701.

CHALLENGE TIME!



Find two pieces of graffiti on the walls. Why do you think the prisoners of war wanted to leave their mark on the building?

9 BREAD OVEN

This is an original 12th-century feature and can be found in the bakehouse. It is built into the thickness of the walls. This bread oven is an important clue to the way the ground floor was originally used.

 WHERE IS IT?
Ground floor

DID YOU FIND IT?



DID YOU KNOW?



The dough trough is used for mixing large amounts of flour and water. It is big enough for the baker to climb in and knead the dough with his feet!

CHALLENGE TIME!



Imagine how many bread rolls the bakers would have to make each day to feed the hundreds of people staying at the castle.



ENGLISH HERITAGE
EDUCATION

KSI-2

TOP THINGS TO SEE

EXPLORE THE GREAT
TOWER

See if you can find all of these things.
Tick each one off as you find it.



1 DRAWBRIDGE
PIT



2 WELL
CHAMBER



3 WALL
HANGINGS



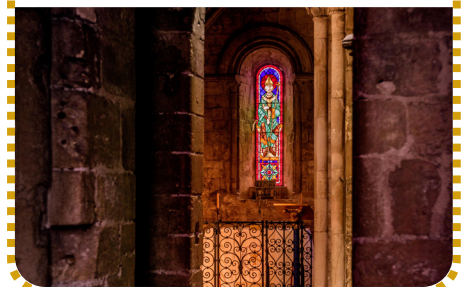
4 MAPPA MUNDI



5 THE KING'S
BED



6 BECKET'S
CHAPEL



7 GARDEROBE



8 GRAFFITI



9 BREAD OVEN

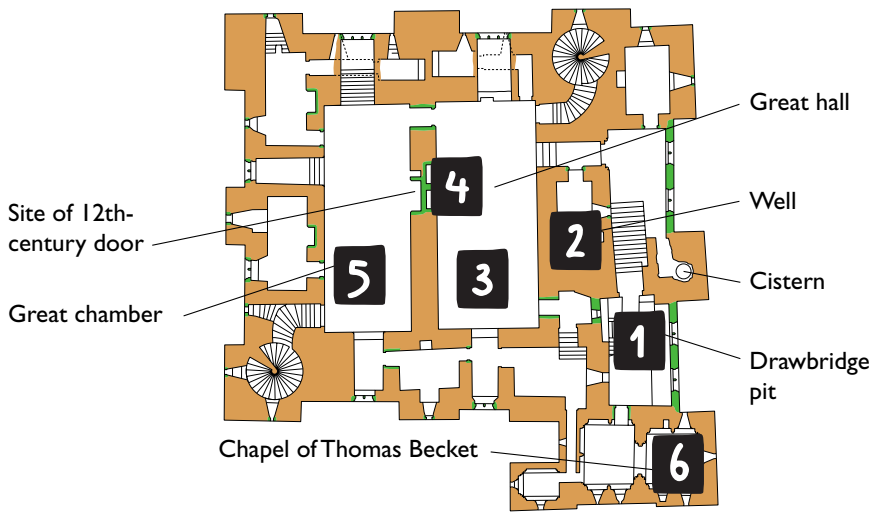


TOP THINGS TO SEE MAP



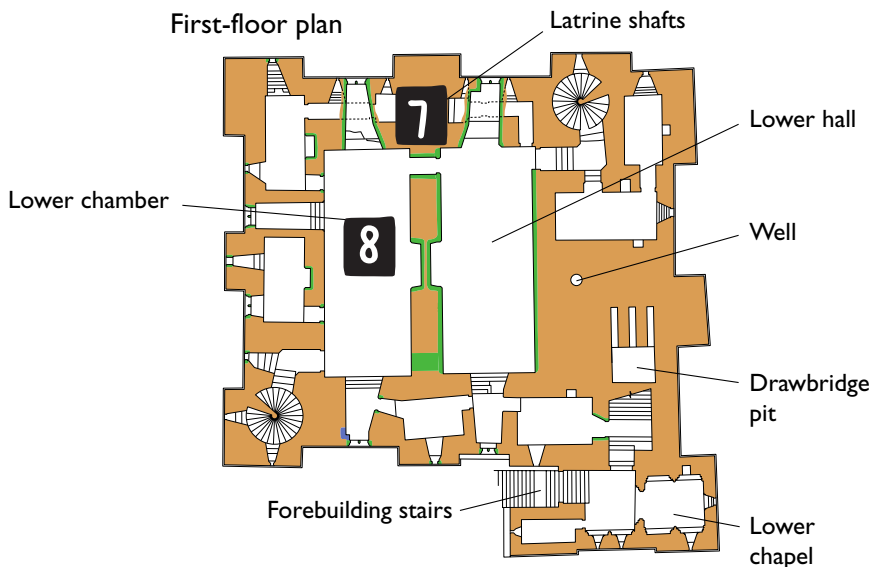
Use this map to help you find our top things to see.

Second-floor plan



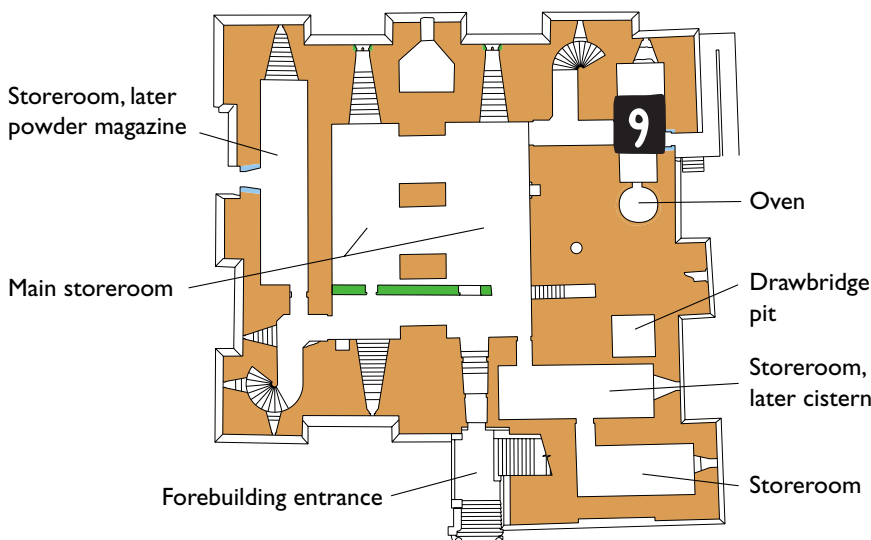
- 1** DRAWBRIDGE PIT
- 2** WELL CHAMBER
- 3** WALL HANGINGS
- 4** MAPPA MUNDI
- 5** THE KING'S BED
- 6** BECKET'S CHAPEL

First-floor plan



- 7** GARDEROBE
- 8** GRAFFITI
- 9** BREAD OVEN

Ground-floor plan (basement)



WHAT I'VE LEARNT

I think the best thing to see in the Great Tower is:

The most interesting thing I've learnt today is:

I want to know more about:

Draw a picture inspired by your visit to Dover Castle:



SELF-LED ACTIVITY

ACTIVITY TRAIL



Recommended for

KS3 (History, Geography)

Learning objectives

- Recognise Dover Castle's strategic position and how the castle has adapted over time in defending England from the Roman period to the Second World War.
- Explore Dover Castle's key structures and link the castle's changes over time with national and international historical events.
- Understand the functions of Dover Castle's key defences, and be able to explain the significance of the castle's position on the south-east coast.

Time to complete

5–10 minutes per activity;
8 activities

PRE-VISIT

PRIOR LEARNING

Before your visit, you could discuss the strategic importance of Dover Castle on the coast of the English Channel. You could also show your students images of typical defensive features of a castle, such as curtain walls, keeps, moats, drawbridges and gatehouses, and discuss how they may have helped to prevent enemy attack.

PRE-VISIT ACTIVITY

In the pre-visit activity 'Dover's Key Position', students will use a map and aerial photography to identify why the geographical location of Dover led to a requirement for military protection.

PREPARATION AND RESOURCES

You will find the Activity Trail on the following pages. Please read our printing tips and photocopy enough for your class to bring to Dover Castle.

The booklet pages have their own unique sequence, which differs from the rest of the Teachers' Kit, and they will appear to be in a random order; this is purposeful to help you create an A5 booklet that can be easily followed by your students.

To do this you'll need to adjust your Print settings:

1. Select size A4.
2. Select a custom page range of 54–61 (to avoid printing unnecessary pages).
3. Select 'Print on both sides of the paper' and 'Flip on short edge'.
4. This will print four double-sided pages of PDF that can be folded in half and arranged in page number order.

MORE LEARNING IDEAS

You might also like to download our **Top Things to See in the Great Tower** resource (on pages 42–49) to extend the learning in this Activity Trail.

ACTIVITY TRAIL

TEACHERS' ANSWER SHEET

KS3

DOVER'S KEY POSITION

PRE-VISIT

A) Look at the map below. How many castles can you find along the coastline?

5 – Deal, Walmer, Saltwood, Dover and Sandwich.

Dover is a short distance across the English Channel to the north-west coast of France. Historically, France and England have been frequent adversaries and England was periodically faced with French invasion since the Norman Conquest. Spain, the Netherlands, Germany and others were also enemies that threatened the south-east coast over time.

B) Why were castles built along the south-east coast of England?

Dover is the shortest distance from the French coast, so invaders attempting to get to England safely with large numbers of soldiers and supplies would choose this point to cross the Channel as quickly as possible.

C) Why is Dover Castle's position on the cliffs good for defence? Label the image opposite to explain your answer.

Dover port was a place of entry to England in miles of inaccessible white cliffs. The castle protected the port from falling into enemy hands. The top of the cliffs provide a good view out over the Channel. There is an advantage for aiming fire at enemy ships below. Strong fortifications would be clearly visible to invaders and would warn against attempting to attack England.

ACTIVITY I

AT THE SECRET WARTIME TUNNELS

B) Draw a line to link the object with one of the uses in the right-hand column.

Headphones – Listening to information sent from coastal observers

Telephones – Receiving calls with information from observation stations, radar stations and gun batteries

Maps with grids over the top – Plotting co-ordinates to show the positions of enemy ships

Switchboards – Connecting telephone lines together

ACTIVITY TRAIL

TEACHERS' ANSWER SHEET

KS3

ACTIVITY 3

IN THE MIDDLE BAILEY

A) Why are the walls so high?

The high, strong stone curtain wall stopped invaders trying to break into the castle. They would need sophisticated siege weapons to try to break down the walls to get to the inner bailey.

C) How did Colton's Gate stop invaders?

Long arrowloops allowed archers to aim at approaching enemies.

ACTIVITY 4

AT THE ROMAN PHAROS

A) What shape is the pharos? Count the number of sides.

The pharos is octagonal. It has eight sides.

ACTIVITY 5

AT THE SAXON CHURCH (ST MARY IN CASTRO)

A) Explore the outside of the church. Most of the building is made from flint. What other type of building material can you see?

Red bricks/tiles

Where have you seen these building materials already?

In the Roman pharos. The Saxons reused Roman bricks for building the church. They might have come from the lighthouse or the other Roman buildings nearby.

ACTIVITY 6

AT THE GREAT TOWER

A) How did the thick walls protect the Great Tower from attack?

Thick stone walls were very strong and were designed to withstand attack methods such as projectiles and battering rams.

ACTIVITY TRAIL

TEACHERS' ANSWER SHEET

KS3

ACTIVITY 7

AT THE MEDIEVAL TUNNELS

B) Why are the cannons aiming at the ditch?

If invaders managed to get past the outworks into the ditch, soldiers could still aim fire at them to stop them getting further into the castle.

ACTIVITY 8

AT AVRANCHES TOWER

A) Why do the arrowloops point in different directions?

It allowed a great range of positions from which archers could aim their fire. This was called an 'arc of fire' – each individual loop covered areas of ground that overlapped with the next loop, so that no area was left free from fire.

B) How are the arrowloops designed for crossbows, rather than longbows? Label the photograph below to explain your answer.

Longbows were very tall. The arrowloops in Avranches Tower are short, so they are designed for crossbows rather than longbows.



ENGLISH HERITAGE
DOVER CASTLE

WELL DONE!

Congratulations on completing the trail!
We hope you enjoyed your visit.

You can stick this Activity Trail into your book
as a record of your learning.

Step into England's story

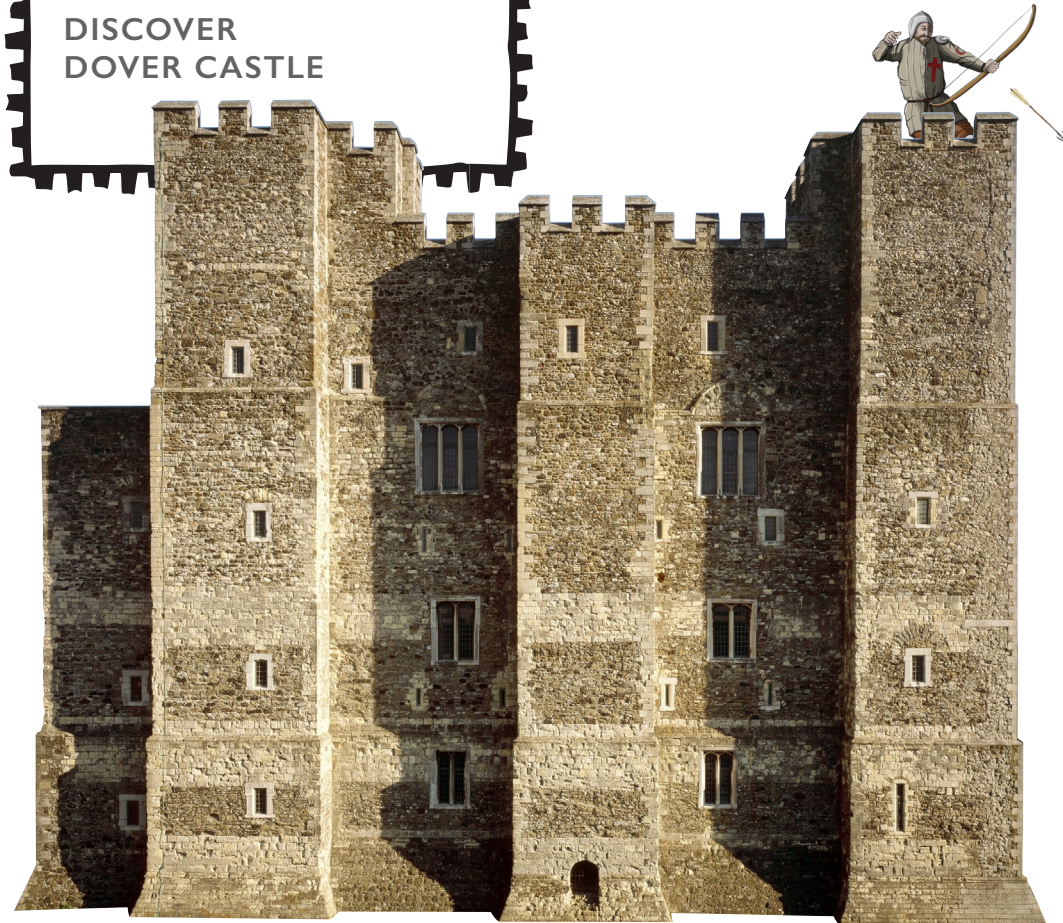


ENGLISH HERITAGE
EDUCATION

KS3

ACTIVITY
TRAIL

DISCOVER
DOVER CASTLE



NAME:

CLASS:

SCHOOL:

People have crossed the English Channel between England and France since the Bronze Age.

Look at the map below.

A How many castles can you find along the coastline?



Exit the medieval tunnels, walk straight ahead and look for Avranches Tower on your left.

Avranches Tower was built in the late 12th or early 13th century. It protects the angle of the curtain wall as it turns south.

A Why do the arrowloops point in different directions?

.....

.....

.....

.....



Archers aimed their arrows through the thin arrowloops.

B How are the arrowloops designed for crossbows, rather than longbows? Label the photograph below to explain your answer.

.....

.....



Inside Avranches tower.

ACTIVITY 7 – MEDIEVAL TUNNELS

Go out King's Gate behind the Great Tower. Find the stone bridge and go down the wooden steps.

The north gate of the castle (now Norfolk Towers) survived a great siege in 1216, but only just. In 1217–21, the defences at the northern end of the castle were rebuilt.

A Circle the words that you think describe how soldiers felt inside the medieval tunnels:

- | | | |
|-------------|-----------|--------------|
| Terrified | Protected | A bit queasy |
| Excited | Brave | Determined |
| Exhilarated | Confused | Lost |

Or come up with your own words:

.....

In the late 18th and 19th centuries, parts of the medieval tunnels were rebuilt.

Find the passageway with the cannons inside.

B Why are the cannons aiming at the ditch?

.....

.....



The tunnels let soldiers get to the high ground at the north of the castle under cover.

DID YOU KNOW?



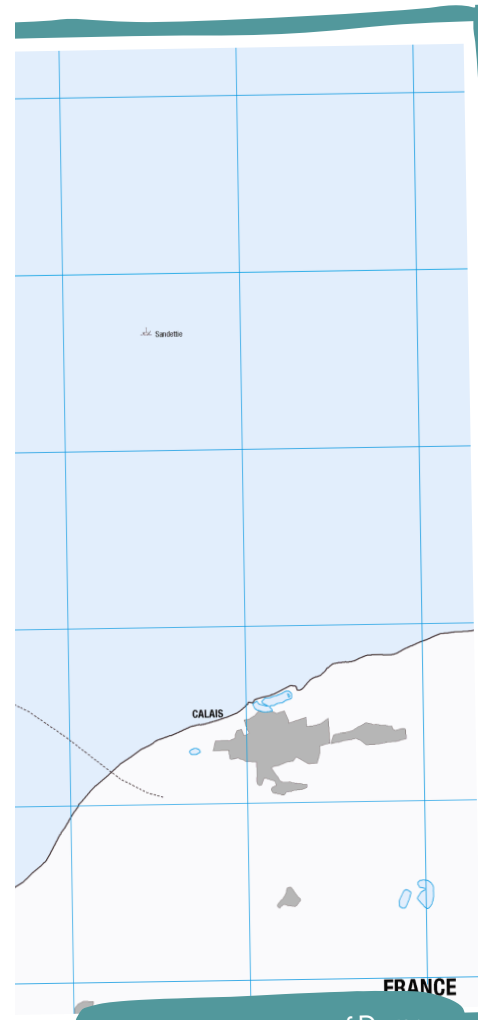
In medieval times, there was a drawbridge inside the tunnels, connecting one tunnel to another. It could be pulled up if invaders got inside.

DOVER'S KEY POSITION

B Why were castles built along the south-east coast of England?

.....

.....



Ordnance Survey map of Dover and Strait of Dover.

Dover Castle was continually updated for use in military action from the Norman Conquest until the Second World War.



Aerial view of Dover Castle.

The Great Tower was built by King Henry II (r.1154–89) to show off his power and importance. It can be seen from far out at sea.



The Great Tower.

- A** The walls of the Great Tower are very thick – up to 6.4 metres.
How did the thick walls protect the Great Tower from attack?

.....

.....

- B** **Look** for evidence that the windows have changed shape over time.
Draw an example here:

DID YOU KNOW?



The Great Tower is 25.5 metres high – that's as high as 8 school coaches stacked on top of each other!

ACTIVITY 5 – SAXON CHURCH (ST MARY IN CASTRO)

A **Explore** the outside of the church. Most of the building is made from flint. **What** other type of building materials can you see?

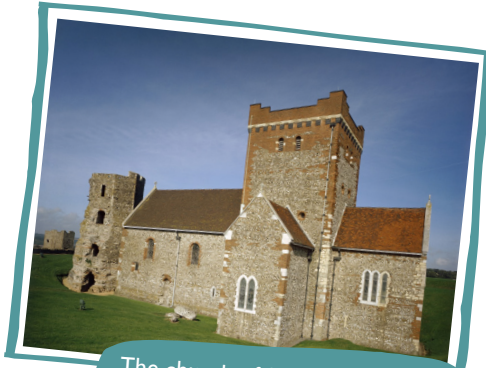
.....

.....

.....

Where have you seen these building materials already?

.....



The church of St Mary in Castro was probably built in the 10th or early 11th century. It is large, which suggests that a large Saxon community was living nearby.

B After the Norman Conquest, the church was still used. **Look** for evidence of Norman building work outside the church:

- a Saxon doorway, blocked up by the Normans
- round-headed windows
- vaulted ceiling at the crossing (inside)



William the Conqueror burnt the town of Dover in 1066.

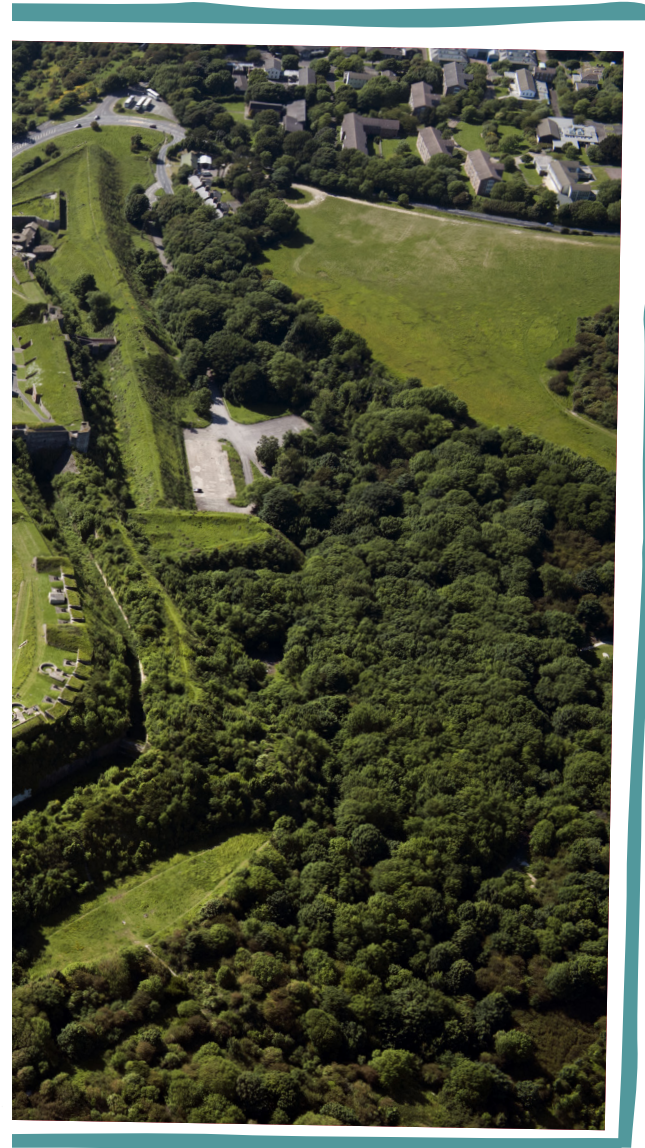
DID YOU KNOW?



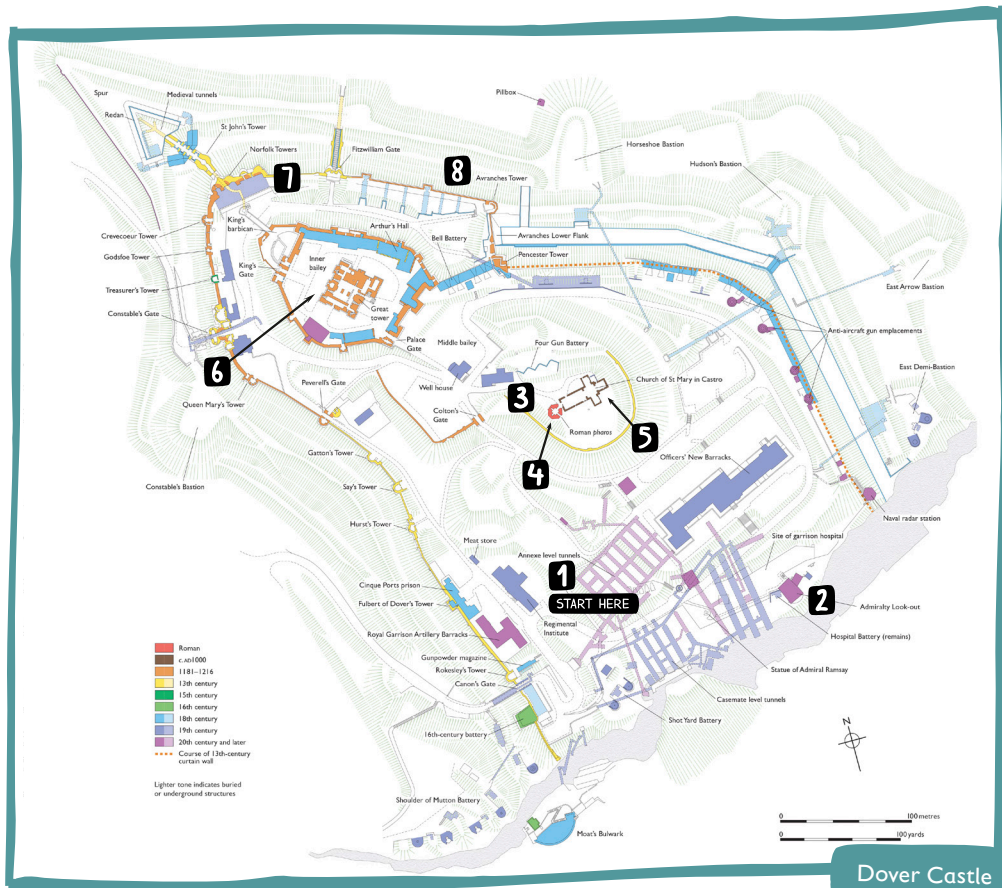
In the 17th century, the church was left to ruin. During the French Revolutionary and Napoleonic Wars in the 18th century, it was used as a court for ball games and then for storing coal.

DOVER'S KEY POSITION

C **Why** is Dover Castle's position on the cliffs good for defence? Label the image opposite to explain your answer.



The trail begins at the **Secret Wartime Tunnels**.



KEY

- 1** Secret wartime tunnels
- 2** Fire Command Post
- 3** Middle bailey
- 4** Roman pharos
- 5** Saxon church
- 6** Great Tower
- 7** Medieval tunnels
- 8** Avranches Tower

The Roman Channel fleet, *Classis Britannica*, patrolled the Channel, safeguarding the coast for Roman trade and passage. A port was built at Dover as one of the fleet's bases. The Roman pharos at Dover was probably built in the mid 2nd century AD.

A What shape is the pharos? **Count** the number of sides.

.....

B Explore the lighthouse. **Look** out for:

- red tile horizontal courses
- Roman arches
- holes for floor joists

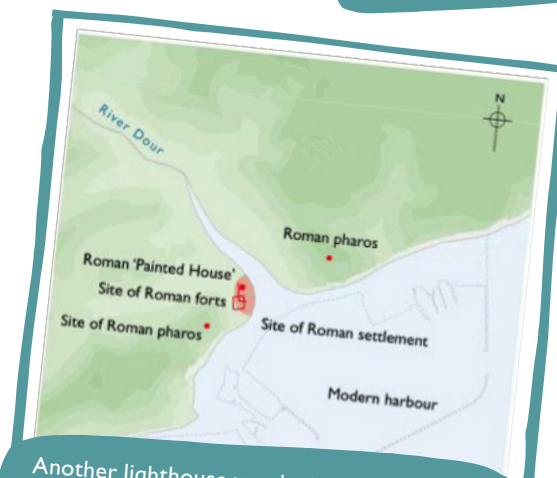


Pharos is another name for lighthouse.

DID YOU KNOW?

In the 15th century, the top of the pharos was rebuilt for use as a church bell tower.

In the 16th century, the pharos was changed again into a gunpowder magazine.



Another lighthouse was built on the other side of the valley (Western Heights) and a third was built on the other side of the Channel, at Boulogne in France. The three worked together to guide ships safely into both ports.

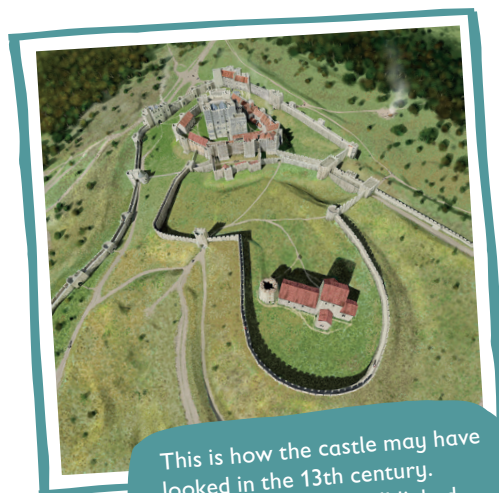
ACTIVITY 3 – MIDDLE BAILEY

A Explore the stone curtain wall.
Why was the wall so high?

.....

.....

.....



This is how the castle may have looked in the 13th century. The stone curtain wall linked the earth bank with the middle bailey, all of which protected the inner bailey, where the Great Tower stood.

B Find Colton's Gate – the gatehouse protecting the middle bailey.

DID YOU FIND IT?



Colton's Gate.

C How did Colton's Gate stop invaders?

.....

.....

.....

.....

.....

WELCOME!

Your task is to collect evidence to discover how Dover Castle defended England from the Romans to the Second World War.

You'll learn about:

- why the castle was important for defending England.
- key defensive and architectural features.
- how (and why) the castle's defences changed over time.

It should take you about one hour to complete this trail.



Aerial view of Dover Castle.

ACTIVITY 1 – SECRET WARTIME TUNNELS

The Secret Wartime Tunnels are only available via a pre-booked guided tour, subject to availability. The activities below take place in the Operations Rooms, which you will discover after the Operation Dynamo tour.

In 1939, the tunnels beneath Dover's white cliffs were transformed into naval and army operations rooms that operated throughout the Second World War.



The Coastal Artillery Operations Room was used for monitoring enemy ship movements – it co-ordinated the response of coast defence guns against German ships in the Channel.

A Look in these rooms for the objects in the tick list:

Headphones

Telephones

Maps with grids over the top

Switchboards

- Receiving calls with information from observation stations, radar stations and gun batteries
- Listening to information sent from coastal observers
- Plotting co-ordinates to show the positions of enemy ships
- Connecting telephone lines together

B Draw a line to link the object with one of the uses in the bullet-point list.



During Operation Dynamo, the telephone exchange received constant calls for more ships, troop trains, weapons, ammunition, medical supplies, fuel, rations, spare parts and trained personnel.

ACTIVITY 2 – WW1 FIRE COMMAND POST and PORT WAR SIGNAL STATION

Go through Pencester Tower and along the battlement walk. Go down the slope to find the Fire Command Post.

From 1914, a Port War Signal Station was built over the Fire Command Post. It served to control the entry and exit to harbour of Royal Navy warships. It was also equipped with a wireless station to communicate with ships and exchange information.

A Find the anti-aircraft gun outside the Fire Command Post. This is the same type of gun that was used to defend Dover during the First World War.

DID YOU FIND IT?



The Fire Command Post helped to defend Dover Harbour by controlling the fire of coast defence guns against enemy ships in the Channel.



Sergeant of the Royal Garrison Artillery operating the Depression Position Finder during the First World War. This device fixed the position of enemy warships, providing information to help the coast defence guns fire at the enemy accurately.

B Inside the Fire Command Post building are lots of hands-on activities with more information about what happened there. Explore inside.

SELF-LED ACTIVITY

FIRST WORLD WAR

HANDLING BOX



KS2

Recommended for

KS2 (History)

Learning objectives

- Understand what life was like for people during the First World War, including the army, the navy and civilians.
- Explore objects, develop skills of enquiry and discover the stories these objects can tell us about the First World War.

Time to complete

45–60 minutes



Students using the semaphore flags provided in the First World War Handling Box.



Find out more about the First World War Handling Box by watching our YouTube video: <https://youtu.be/63s-RVWjatyg>

SUMMARY

To ensure everything is available on the day of your visit, please book this handling box with our Education Bookings Team. Each item in the First World War Handling Box is clearly labelled with a brief description of the object and some related questions, to help you discuss the object in more detail.

RECOMMENDED ACTIVITIES

Semaphore – Split your class into two groups. With one team standing on top of the Port War Signal Station and the other on the grass below, use the semaphore flags and alphabet sheets provided to send messages and crack the code.

Money, Money, Money – Use the wallet containing replica money. Inside, you'll find some questions for students to answer, which focus on maths and problem solving.

War Poetry – Look through the poems and choose one to read out loud. Discuss the mood, emotions and meaning communicated by the language. Then use the Post-it notes to write down some nouns and adjectives, which students can use in their own war poetry.

Postcards – In 1916, the *Daily Mail* newspaper wanted to boost morale by producing hundreds of colour postcards from images taken by official photographers on the Western Front. Replicas of these postcards have been provided, along with some questions to spark enquiry.

Life of a Soldier – Use this selection of objects, including replica documents and medals, to stimulate creative writing and imagine what it was like to be a soldier in the First World War.

Life at Home – Consider what life was like for people at home in England during the First World War. These objects explore themes such as rationing and entertainment.

Look Across the Water – Using binoculars and replicas of the identification sheets used by the Royal Navy, identify ships and aircraft, and discover some of the challenges faced by Royal Navy personnel.

SELF-LED ACTIVITY

EXPLORE THE FIRST WORLD WAR



KS2

KS3

Recommended for

KS2 and KS3 (History)

Learning objectives

- Explore the Fire Command (FC) Post and Port War Signal Station (PWSS) and develop skills of observation.
- Interact meaningfully with the displays in the FC Post and PWSS.

Time to complete

20–30 minutes



Visitors looking out across the English Channel from the Observation Area in the FC Post.

SUMMARY

Split the class in half, sending one half to the upper floor (PWSS) and the other half to the lower floor (FC Post). Ensure staff members are present on each floor to promote student safety and good behaviour.

RECOMMENDED ACTIVITIES

Ask students to explore the floor and its rooms in pairs. Encourage each pair to interact with the displays and find out as much information as they can. After ten minutes, get them to swap to the other floor and repeat the activity.

Finally, ask students to conduct a short interview with their partner. They should find out:

- 1) Their partner's favourite part of the FC Post or PWSS and why
- 2) Something new their partner has learnt
- 3) A question their partner still has about the FC Post or PWSS

For younger students, you could adopt a more structured approach:

- Use the **Site Plan** resource (on page 6) to introduce your half of the class to the rooms on the floor you are supervising.
- Now split the students into smaller groups and tell each group which room to start in.
- After a few minutes, instruct the groups to rotate to the next room.
- Repeat until you are happy that the students have engaged properly with the rooms in the floor they are on.
- Switch and repeat this exercise on the other floor.

MORE LEARNING IDEAS

Back in the classroom, students could create a glossary of terms linked to their visit to the FC Post and PWSS. You could do this as a class, asking students to work in groups on different categories of words. Each group could take responsibility for listing key words which relate to: people, rooms, technical equipment, objects and weapons.

SELF-LED ACTIVITY

WWI TEAM TRAINING ASSIGNMENT



KS3

KS4+

Recommended for

KS3 & KS4 (History, Geography, Engineering, Design & Technology)

Learning objectives

- Understand the people, skills, rooms, equipment and forms of communication used by the Royal Navy and the Army in the First World War.
- Work in role as Royal Navy recruits to complete a team training assignment in the Port War Signal Station.
- Identify the different roles of the army and the navy at Dover during the First World War, and how they worked together.

Time to complete

45–60 minutes

TEAM TRAINING ASSIGNMENT



A preview of the Team Training Assignment resource, which students will need to do this activity.

SUMMARY

We recommend that you complete some of the following before your visit:

- Read the **Historical Information** (on pages 9–21) and **Timeline** (on pages 31–32) to understand the role of the military and Royal Navy in England during the First World War.
- Study the geography of Dover Port, Dover Strait and the coastline, in relation to France.

PREPARATION AND RESOURCES

We recommend you put students into groups of three before you arrive at the Fire Command (FC) Post and Port War Signal Station (PWSS). You could also discuss supervision of the groups with supporting staff before your visit.

To do this activity, students will need the **Team Training Assignment and First World War Character Cards** resource, which you can download from our Schools page: www.english-heritage.org.uk/visit/places/dover-castle/schools

Please print and photocopy the aforementioned resource before your visit, enough for one per group. You may want to cut and laminate the First World War Character Cards, ready for students to use on site.

AT THE FC POST AND PWSS

ABOUT THE ACTIVITY

In this scenario, a suspicious ship has been spotted approaching the harbour, causing the army and navy to spring into action. Students should complete their Team Training Assignment in groups of three, using the rooms and features of the building to help them.

SAFETY NOTE

Please be aware that the site may be busy with other visitors when your students are completing this activity. While enthusiasm is encouraged, students need to be safe and respectful, particularly when touching the equipment and using cameras.



POST-VISIT

Activities and information to help you extend your students' learning back in the classroom.

SOURCES

PEER INTO THE PAST

A historical source is something that tells us about life in the past, such as a document, a picture or an object. It may be a primary source, from the time, or a secondary source, created later. Our experts have chosen these sources to help you learn about Dover Castle's history.

SOURCE 1

‘...Louis, with a powerful force of knights and soldiers laid siege to Dover Castle, having first sent to his father for a petraria which was called in French ‘Malvoisine’ [a mangonel], and the French having disposed this and other engines before the castle, they began to batter the walls incessantly; but Hubert de Burgh, a brave knight, with a hundred and forty knights and a large number of soldiers who were defending the castle, destroyed many of the enemy, until the French feeling their loss removed their tents and engines farther from the castle; on this Louis was greatly enraged and swore he would not leave the place till the castle was taken and all the garrison were hung. They therefore, to strike terror into them, built a number of shops and other buildings in front of the entrance to the castle, so that the place appeared like a market; for they hoped that they would, by hunger and a protracted siege, force them to surrender, as they could not subdue them by force of arms ...

Louis then summoned Hubert de Burgh, constable of Dover Castle, to a conference, and said to him, ‘Your lord King John is dead, and you cannot hold this castle against me for long, as you have no protector; therefore give up the castle, and become faithful to me, and I will enrich you with honours, and you shall hold a high post among my advisers ...

[Hubert] then returned to the castle and told his friends what Louis had said, but they were all unanimous in refusing to surrender it to him, lest they might be branded with treachery for a cowardly submission. When this was announced to Louis and the barons they determined to reduce the smaller castles throughout the country, that, after the lesser fortresses were in their power, they might attack the larger ones; they then raised the siege and returned to the city of London.’

This source is an extract from *Flores Historiarum*, translated from the Latin as *Flowers of History*, by Roger of Wendover (active 1204–36) and translated by JA Giles, 1849.

Roger of Wendover was an English chronicler, writing in the 13th century. When writing *Flowers of History*, he was a monk at St Albans Abbey. The chronicle is based on written material that already existed at the abbey.

SOURCE 2

‘Next day, he [King John] went away, leaving Hubert de Burgh, who was Justiciar of England, at Dover to guard the castle and many other knights. A very strong garrison remained at the castle; there were at least 140 knights and a great number of men at arms, and there was plenty of food.



Now hear about Louis, who came to Dover ... The men of the castle came forth from the gates many times; they had a barbican outside the gate. It was enclosed with very good palisades of oak trunks and had a big ditch around it ... Soon afterwards, Louis went up the hill with all the army, and besieged the castle. He made one part of his forces remain in the town, so as to surround those within from all sides, and sent his ships back to sea, and so the men in the castle were shut in on all sides. Then Louis had his perriers [stone-throwing machine] and mangonels set up to bombard the gate and the wall, and he had a very high siege tower made of hurdles, and a covered gallery to lead up to the wall. He made his miners enter the ditch, and they mined the stone and the earth under the palisades. Then he made the knights from the army attack, and the barbican was soon taken.

Then Louis set his miners to work on the gate, and they mined so that one of the towers fell, of which there were two. Then a large part of Louis's forces got into the castle, but the people inside drove them out with great vigour, and then closed up the palace where their walls had fallen, with great timbers, and crossbeams and palisades of oak trunks.

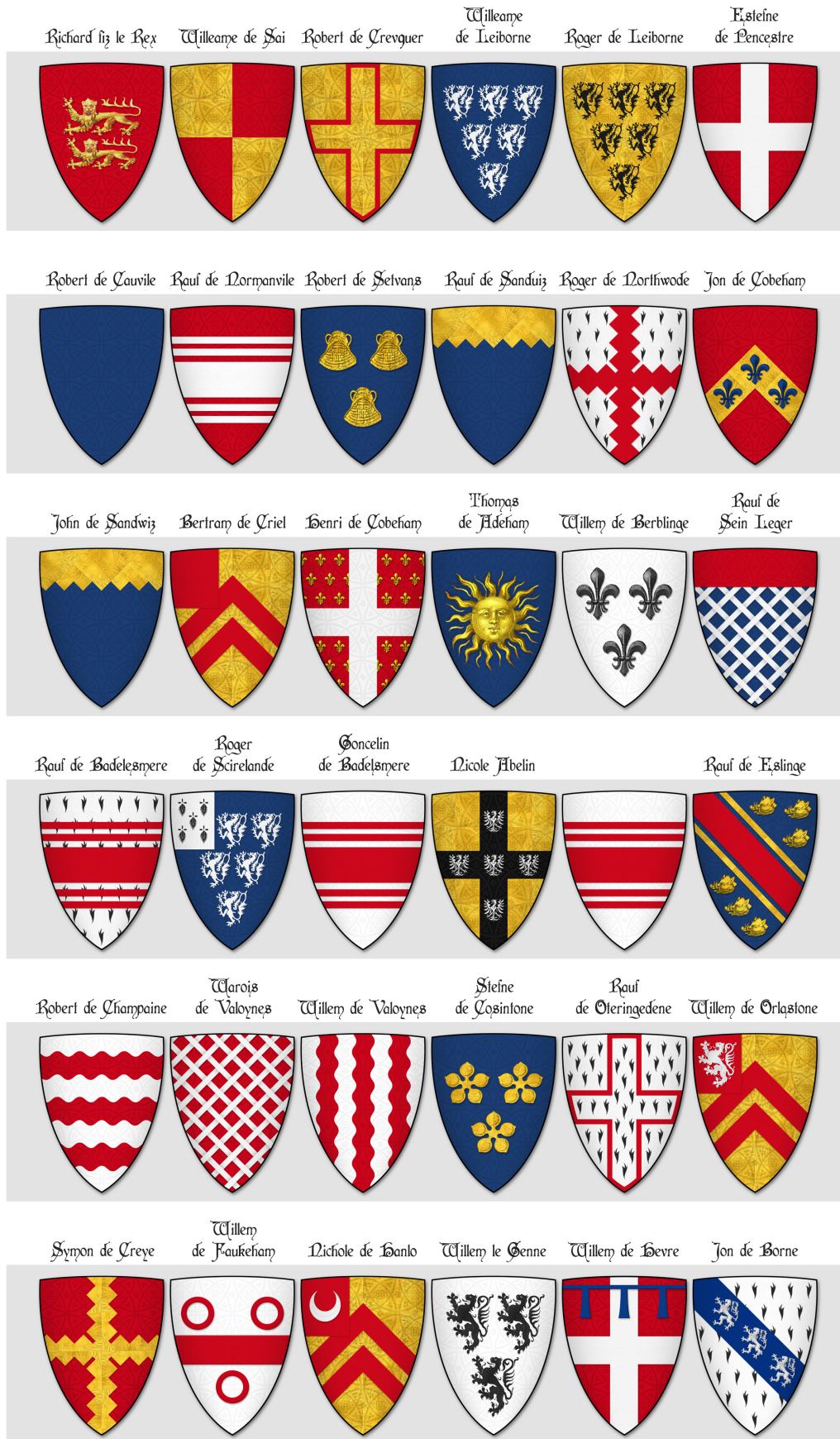
Louis besieged Dover Castle until a truce was arranged between him and those inside, about which the King of England was very angry. Soon afterwards he heard the news, he was taken ill ... and died ... ’

This source is an extract from *Historie des ducs de Normandie et la roi de Angleterre*, translated as *History of the dukes of Normandy and the kings of England*, a 13th-century manuscript. It was written by a Flemish monk who was present at the siege. It was translated by Eric Poole in 1990.



In the 1216 great siege, French miners tunnelled beneath the north gatehouse to undermine it. The eastern tower collapsed, but the defenders fought off the invaders.

SOURCE 3



The Dering Roll was probably commissioned by Stephen of Penchester, constable of Dover Castle from 1268 to 1299. This image is a modern copy of one of the manuscript pages.

SOURCE 4

THE TREATY OF DOVER

This source is a page from *The Treaty of Dover*, a 14th-century book that gives details of the eight baronies created to provide a garrison for the castle. Each barony paid knights to be on guard at Dover Castle, in case of attack. The garrison was led by the castle's constable.

The book also contains the castle's statutes – guidelines for how the watch should be kept, how the gates should be guarded and how the soldiers should be disciplined.



SOURCE 5

CARVED GRAFFITI

This source is a photograph of two carvings in a wall in the Great Tower. They were made by French prisoners of war in the 18th century, when the Great Tower was being used as a prison. England was fighting King Louis XIV of France, in the War of the Spanish Succession (1702–14).



SOURCE 6



This source is a reconstruction illustration of the castle in the mid 13th century, created by artist Terry Ball in 2008. It shows the castle at the height of its development in the medieval period.

SOURCE 7

‘On 10 December 1914, South Breakwater took part in repelling a sub-marine attack, at 5.am. and 7.am. Battery Commander Major A. J. Breakey R.G.A.’

‘On 12 January 1915, at 12.mn., South Breakwater beat off a sub-marine attack on western entrance to the harbour. Officer of the watch, 2nd Lieut H.Simonis R.G.A.’

‘On 27 February 1915, Pier Extension opened fire at 7.55.pm. at a sub-marine which appeared in No. 3 Electric searchlight beam. Officer in charge, 2nd Lieut N.L.Borkott R.G.A.’

These extracts are from an army report, which details the achievements of different units in No. 46 Company of the Royal Garrison Artillery in the year 1914–15, while stationed at Dover.

SOURCE 8

‘Here we are struggling with the difficult problem of trying to set up a naval base and at the same time to operate it as though it was already established. We have no stationery, books, typists or machines, no chairs and few tables, maddening communications. I pray... that war, if it has to come, will be averted for yet a few days.’

This source is an extract from a letter from then Rear-Admiral Bertram Ramsay to his wife, from August 1939, ten days before the outbreak of the Second World War.



SOURCE 9

‘[The king] enjoyed himself in the mine galleries and in the casemates, but would you believe it? The current failed just as we arrived and out went the lights and the heaters. Really it was rotten luck as he did want to warm his hands.’

This source is an extract from a letter from then Rear-Admiral Bertram Ramsay to his wife, from March 1940, describing a visit from King George VI to Dover Castle and the naval headquarters in the tunnels.



SOURCE 10



British troops line up on the beach at Dunkirk to await evacuation, May 1940.

SOURCE 11

‘We used to go down to the quay and meet troops coming off the boats ... We expected them to be overjoyed to be home, but they walked off like automatons, too tired for any emotion. They didn’t know then that what looked like defeat would pass into the language as a refusal to be defeated.’

This source is an extract from an oral testimony from Daphne Baker, née Humphrys, a Wrens (women from the Women’s Royal Navy Service) officer who worked in the tunnels during the Dunkirk evacuation.



SOURCE 12

‘I went on the destroyer “Esk”, and they distributed us to the beaches ... When we got near, in shore, the captain said, “Your job... is to take the ship’s whaler and the motor boat, and bring these lads off from the beach.” ... Our first trip we picked up 18 soldiers, complete with all their kit of course, and rowed back and the surf was running. We did four trips.

‘... The following morning about 4 o’clock it all became calm ... it was much easier to get them into line to wade out onto the little ships, and the little ships took the burden. They were so shattered, but all of them were saying, “We’ve got to the sea! We’ll be saved. We’ve seen the sea!” And that’s all they wanted to do. All we wanted to do was to get off the beach, onto the ships and away.’

This source is taken from the memories of Vic Viner, a seaman with the Royal Navy landing party at Bray-Dunes, Dunkirk, 1940.



SELF-LED ACTIVITY

DESIGN A COAT OF ARMS



Recommended for

KS2 (History, Art and Design)

Learning objectives

- Understand the meaning and purpose of heraldry in medieval society.
- Explain how Dover Castle was protected by a garrison of local knights, paid by the local barons.

Time to complete

Approx. 30 minutes



The Treaty of Dover was discovered in a library at Knole, Kent.

SUMMARY

This activity helps students explore the meaning and purpose of heraldry through two important artefacts – the Dering Roll (Source 3) and the Treaty of Dover (Source 4).

ABOUT THESE SOURCES

The Dering Roll and the Treaty of Dover are illuminated medieval manuscripts relating to the Constablership of Dover Castle and the Lord Wardenship of the Cinque Ports. They are the work of a number of constables and lieutenants of Dover Castle.

The Dering Roll (Source 3) is an armorial roll, showing 324 shields that represent the knights who owed feudal service to garrison the castle in the later 13th century.

The Treaty of Dover (Source 4) is a later 14th century book that outlines the eight baronies (probably created by Henry II) responsible for paying the knights' fees to ensure that Dover Castle had a permanent garrison.

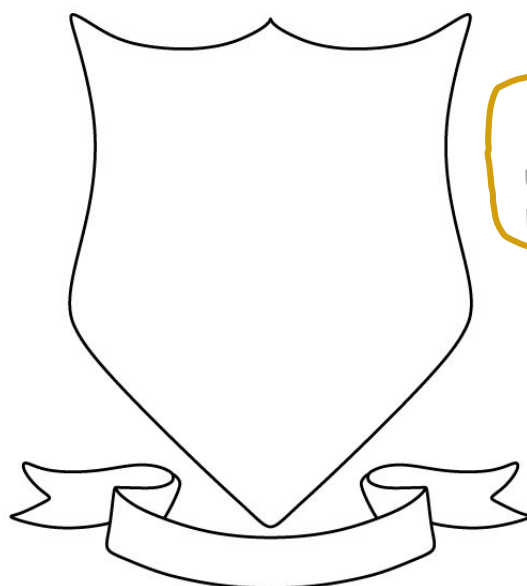
Each baron or knight had their own coat of arms by which they were identified. Students can use the activity sheets on the following pages to follow the medieval rules and symbolism of heraldry to create their own coat of arms.

MORE LEARNING IDEAS

Students could make an armorial roll for their class – make copies of each of their coat of arms and collect them together in a book or in a poster for the classroom wall. What services would they pledge to their school?

DESIGN A COAT OF ARMS

Follow the heraldic rules below to create a coat of arms that represents you.



PSSST! ...

Use the big shield on the next page to design your coat of arms.

BACKGROUND

Colours

- Red = Gules • Blue = Azure
- Green = Vert • Black = Sable
- Purple = Purpure

Metals

- Gold or yellow = Ore
- Silver or white = Argent

Furs

- Ermine • Vair

ANIMAL

- Lions = bravery
- Dogs = faithfulness, reliability
- Stags = wisdom and long life
- Eagles = power and nobility
- Hares = speed
- Badgers = endurance

CHARGE

- Crosses – of many different types
- Stars • Rings • Balls • Crescents
- Diamonds • Flowers • Fleur-de-lis

ORDINARY

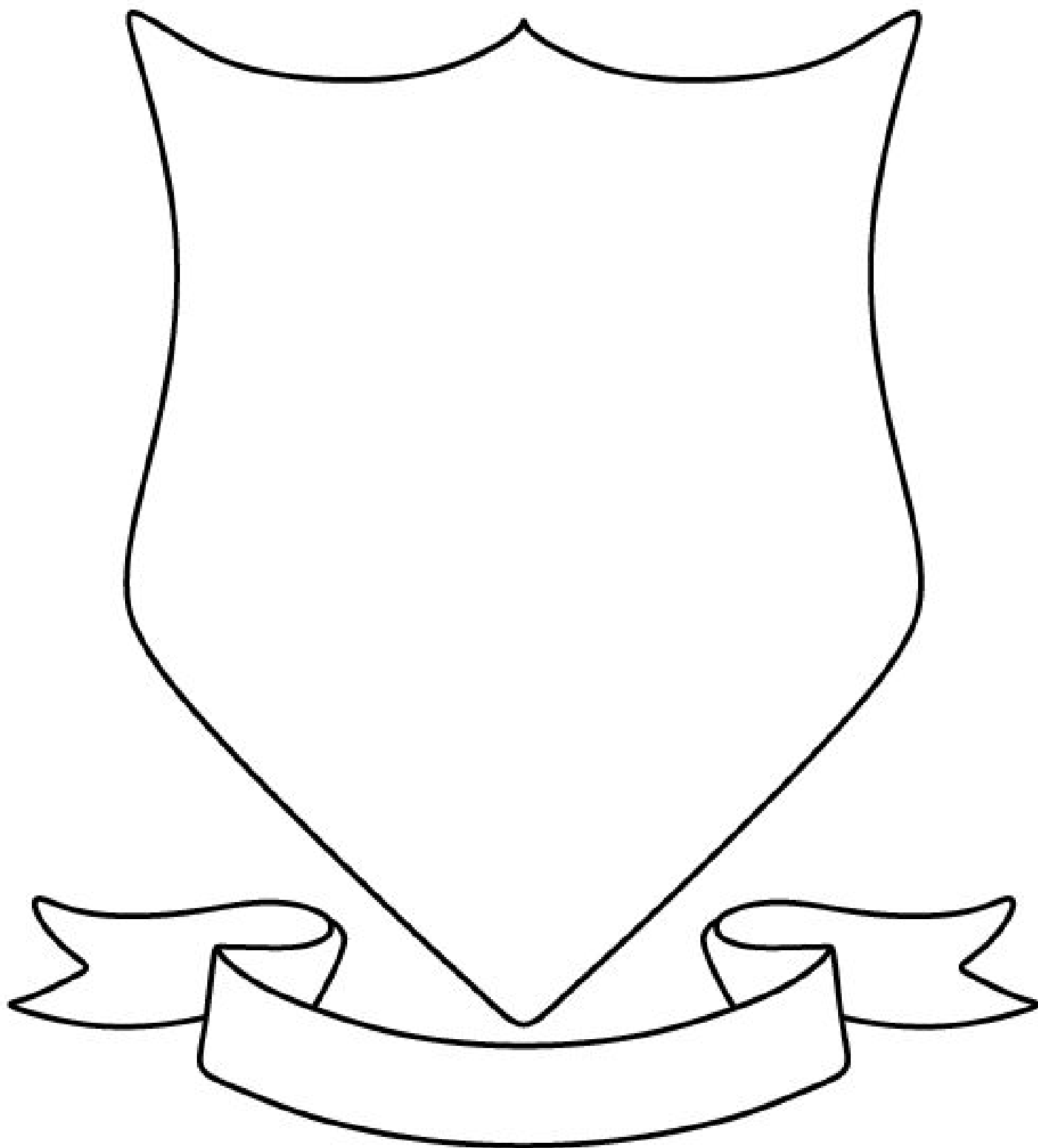
- Fess • Pale • Bend
- Chevron pointing upwards
- Cross = a plain cross
- Saltire = a 'St Andrew's cross'
- Chief • Bordure • Pile

MOTTO

A motto is a phrase that summarises your general motivation or intentions. For example: 'Be prepared'.

DESIGN A COAT OF ARMS

Draw your own design onto the shield below.



SELF-LED ACTIVITY

PLAN YOUR ATTACK



KS3

Recommended for

KS3 (History, Design and Technology)

Learning objectives

- Understand how medieval siege weapons worked, and how castle defences were built to defend against them.
- Consider how structures are designed to cope with forces applied to them.

Time to complete

20–30 minutes



A siege tower being used in the 1216 siege of Dover Castle by the French.

SUMMARY

Begin by putting your students in small groups and introduce them to some key medieval siege weapons – use the table on the next page to help. Students can then look at Sources 1 and 2 (on pages 66 and 67) to learn more about how siege weapons were used. They will then be ready to plan their own siege at Dover Castle.

Give each group a copy of Source 6 (on page 70) and ask them to plan a strategic attack, thinking carefully about the castle's defences and how they are designed to combat an attack.

MORE LEARNING IDEAS

Your class could try out their ideas by making model siege weapons using craft materials, such as card and paper or papier mâché. This would help the students understand how structures can be designed to withstand forces applied to them, and where their weakness are, i.e. how a tower can be strengthened to withstand a battering ram or how miners can undermine a tower by digging underneath.

MEDIEVAL SIEGE WEAPONS

Name	How it worked	Pros and cons
siege tower	The tower was built high enough so that when it approached a castle wall, or tower, it could drop a platform down that let soldiers cross over it.	The tower protected the attackers inside as they approached the enemy castle, but it had to be on level ground and didn't work if there was a moat.
battering ram	This was usually a huge felled tree that was pushed on wheels into a castle door or wall to break it down.	The ram could break down a strong gatehouse door but needed to get to it before the drawbridge was pulled up.
mangonel	Like a catapult, the mangonel could fling a stone weighing up to 25kg. The stone sat in a cup, held down by a rope – when the rope was released, the cup threw the stone into the air.	The mangonel could launch projectiles over a moat but had to be aimed carefully so the projectile hit its target.
mantlet	This was a sloping board that covered attacking archers on the ground as they aimed arrows at a castle.	This provided good cover for the archers but it needed holes to let the archers see where to aim.
mining	Miners, or 'sappers', would have crept up to the base of the walls under the cover of a hurdle (frame) and mined into the foundations.	This was a skilled operation that needed trained miners. Square towers were easier to undermine than round ones.

A siege tower, catapult and battering ram being used in a re-enactment.



SELF-LED ACTIVITY

A SIEGE OF TWO SIDES



KS3

KS4+

Recommended for

KS3 and KS4 (History, English)

Learning objectives

- Identify how, by comparing different sources about the same event, historians can make judgements about utility and reliability.
- Analyse techniques of language used to persuade.

Time to complete

Approx. 30 minutes



During the 1216 siege of Dover Castle, French miners tunnelled beneath the north gatehouse and its eastern tower collapsed, but, the English forces fought off the invaders.

SUMMARY

Students can compare Sources 1 and 2 (on pages 66 and 67), which both describe the siege of Dover Castle in 1216, but from French and English perspectives.

Students should first work in pairs or small groups and look for similarities and differences in the content of the sources – do they describe the events differently? They should then think about why the authors might want to portray the event and those involved in a particular way. It is important to consider who the authors of the sources were, and why they were writing. How might this affect the sources' reliability?

Next, students can look at specific language techniques used by both authors. How do they use language to portray the event and the people involved from their point of view? For example, use of imagery, interesting adjectives and active verbs. They can circle these words or phrases on their copies of the sources and discuss their effect with a partner, before sharing with the whole class.

MORE LEARNING IDEAS

Students could imagine that they are involved in the siege of 1265, when Eleanor de Montfort tried to hold the castle against Prince Edward. They should choose a side – either supporting Eleanor and the rebel barons or the king, Henry III – and write an account of the siege that uses language techniques to portray their leader in a favourable light. They should try not to stray too far from the facts!

SELF-LED ACTIVITY

WRITE A MILITARY REPORT



KS3

KS4+

Recommended for

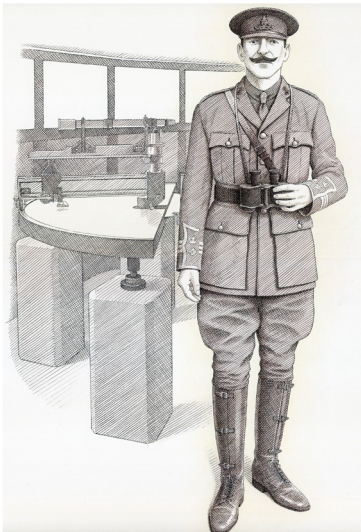
KS3 and KS4 (History, English)

Learning objectives

- Better understand the role of the army at the Dover Fire Command Post.
- Empathise with the troops on watch at the Dover Fire Command Post.
- Recall key subject-specific terminology.

Time to complete

Approx. 30 minutes



The Fire Commander was in charge of the coast artillery defences in the Dover Fortress area and controlled all activity in the Fire Command area.

SUMMARY

Students could respond to their visit to Dover Castle's FC Post and PWSS by creating a glossary of terms linked to their visit. This can include any new words and acronyms they have learnt (e.g. Royal Navy 'RN' and Royal Garrison Artillery 'RGA').

They can then apply this understanding by writing a military report about the achievements of the troops. For inspiration, share the extracts in Source 7 (on page 70) with your class. The extracts are from a real army report, which details the achievements of different units in No. 46 Company of the Royal Garrison Artillery in the year 1914–15, while stationed at Dover.

Ask students to imagine they are working as a soldier for No. 46 Company at Dover in the year 1915. They are on duty in the FC Post and have just been involved in repelling an enemy sub-marine. They need to write a short report to explain what happened. The audience for this report is the Fortress Commander and time is of the essence, so it needs to be concise and informative. It should follow the same structure as the extracts in Source 7: date and time, unit involved, details of the achievement, person in charge at the time.

MORE LEARNING IDEAS

Students could extend this activity by pretending they are a soldier of the Royal Garrison Artillery, writing a letter to a friend or relative. Because they are writing for a different, more personal audience in this task, they can explore their character's emotions further, going into more detail about how it feels to fight the enemy at Dover and protect England from attack.