**Nottingham’s Legacies of Transatlantic Slavery**

**KS2 ACTIVITY: LOOKING AT MAPS – THE LINKS BETWEEN GREAT BRITAIN AND JAMAICA**

This activity pack complements the core History resources focusing on Robert Smith. It should be used after teaching on the core History session(s) have commenced and/or are completed. These activities explore the wider geographic links between Great Britain and Jamaica, focused on its place-names. Teachers’ notes on the history of Jamaica can be found in the resources focused on Robert Smith.

All you’ll need for these activities is the **Place-Names Activity** PowerPoint presentation. You will need to print out slides 8-10 as classroom handouts (and you can print the other slides if you think that is appropriate, e.g. slide 1 and slide 5).

Exercise one – part one

Before we look at Jamaica, this opening exercise is designed to refamiliarize children with maps, and what they are used for. The extract is from a modern Ordnance Survey map of part of Nottinghamshire and Derbyshire. Ask the children to think about what maps can tell us. There are already some examples on the slide. Next, ask them to look carefully at the map and make a list of all the things that they can see. Some symbols have been included to help them, but they might find other things that catch their eye. Finally, ask them to explain how they can tell where the cities, towns and villages are; and how they can tell them apart. Answers might include:

* The names of the cities are written in yellow capitals (Nottingham, Derby)
* The names of the larger towns are written in a smaller font size, in black capitals (West Bridgford, Beeston)
* Village names are not written in capital letters (Cropwell Bishop, Tithby)
* The size of each settlement is indicated in grey: the cities are really big (like Nottingham), and the villages are very small (like Langar)

The children might answer these questions simply by telling you that they can tell all of these places apart because of their names – that’s also a very good answer.

Exercise two – part one

Now look at slide two. This is John Speed’s map of Nottinghamshire from 1610. Let the children explore this map. Consider the differences and similarities between the modern map, and the 400-year-old map. Ask the children to find:

* A town
* A village
* A district
* A county

Ask them to think about how John Speed has made all these features clear (so, this is a similar exercise to the one you’ve just done). Answers include:

* The symbols are different – look carefully at Nottingham’s symbol – it’s much bigger than the symbol for a village
* The names are written differently: again, the name Nottingham is much bigger than the village names
* The district names (Thurgarton Weapontake, Bingham Weapontake, Rushcliff Weapontake) are also larger, and they extend across each district. The district boundaries have also been highlighted in yellow (as has the county boundary, in red)
* John Speed has also taken care to write ‘Forest of Sherewood’, and the county name (Leicester shire) in a different style too

**Teachers’ notes:**

The district names (weapontakes) are from the old administrative divisions that were in place from the medieval period onward, known as ‘wapentakes’. This is a Scandinavian word, and it indicated a territory of land. Wapentake means something approximating to ‘showing of weapons’, and it perhaps represented the idea that leading local people met periodically at a designated assembly place in each wapentake, and symbolically showed their arms.

Speed’s map also shows some fenced areas (e.g. just to the left of Lenton). These were originally hunting parks.

Exercise two – part two

Now go on to slide three. On this slide, the settlement names in Bingham Wapentake have been deleted (to the centre-right of the map) and only the symbols remain. Ask the children to see how easy it is to tell the settlements apart – they will quickly realise that it is very hard! This allows us now to think about the importance of place-names. Tell the children that most place-names in England are hundreds of years old. Today, we think of them as labels: they help us to move from place-to-place, and to find places on a map. But when all of our place-names were first created, they were meaningful to local communities, and the communities in the surrounding landscape. The name Nottingham is used as an example here: in the Anglo-Saxon period, it wasn’t just a label, but contained important information, in this case, that Nottingham was the home to the followers of a person called Snot.

The point to emphasise here is that when names are created, they are always meaningful. So, whilst the meanings of England’s place-names was largely lost (at least as far as everyday people were concerned) hundreds of years ago, we are about to see that many of Jamaica’s place-names were created by British colonists from the late-seventeenth century onwards.

As an optional extra, you could set the children the task of writing a short paragraph on why place-names are meaningful.

Exercise three – part one

Now look at slide four, which shows a map of Jamaica. If you haven’t already looked at Jamaica in class, you might want to spend some time helping the children to locate Jamaica on a world map. Click on the link and calculate the distance between Nottingham and Kingston, Jamaica’s capital city.

Jamaica’s administrative divisions date back to the period of British colonisation. It is divided into three counties, and fourteen parishes (one of which is Kingston); some of its parishes have changed over time.

Ask the children to look at the map on the slide and think about the three county names. Do they recognise them? Ask them where they have seen these names before. Once they have worked this out, advance to slide 5, so that they can locate the three English counties after which Jamaica’s counties were named. You may want to print a handout of this map for the class. Ask the children to look at both the map of Jamaica, and the map of Great Britain, and then label the English counties. They have been colour-coded to match the Jamaican counties.

Move on to slide six. Now ask the children to spend some time thinking about why Jamaica had British place-names. We already know that most of England’s place-names are hundreds of years old. But Jamaica’s Cornwall, Middlesex and Surrey date from the period of British colonisation, and so they came after our own counties were named. Try and get the children to connect the arrival of the British in Jamaica with these ‘British’ place-names.

Exercise three – part two

Slide seven provides a simple outline of Jamaica’s parishes and main towns. Some of its towns were already there before the British arrived. They had been given names by the Spanish in the preceding century. These names became anglicized. Now look at slide eight. This slide features a handful of place-names in Jamaica that have been transferred from Britain, just like its county names. Ask the children to see which names they recognise. Print and hand out slides eight, nine and ten. These maps show the locations of all these ‘twin’ towns in Great Britain. Ask the children to work out which town is which, and write them down in the right place on the map key.

Exercise four

Slide eleven focuses on the name Portland. Portland parish was named after Henry Bentinck, the 1st Duke of Portland, who was the Governor of Jamaica between 1722-26. Nottingham (and Nottinghamshire) has many street-names (and other names) related to the Portland family. Using one of the links on the slide, ask the children to see how many names they can find. The first link takes you to a street-names map. The second link is for Nottingham City Council’s ‘insight mapping tool’. This is more complex, but offers more opportunities for you to see historical names as well as modern street-names (for example, enter Portland Road, and all Portland Roads in the county will be shown, and you can select whichever one you want to interrogate. Then, using the menu that is embedded at the top of the map, click on the drop-down that says ‘Road Map’ and select ‘Historical’. A new slider will appear, allowing you to see earlier OS maps. There is also a transparency slider. In the main menu on the left-hand side, if you click on ‘tools’ and scroll down, you’ll be able to measure, draw and annotate your map).

You might want to look for other Portland-related names in Nottinghamshire, like Bentinck.

**Teachers’ notes:**

Most of the Jamaican place-names are ‘transferred’ names from Great Britain (there are examples of Irish names too, just not included here, for simplicity). It can sometimes be difficult to tell whether we are looking at a straightforward transfer, like Aberdeen, which was named by a Scot called Alexander Forbes after the place he came from in Scotland; or whether the names were associated with people whose surnames resembled British place-names. So, for example, Sherwood Forest in Portland parish in Jamaica may well have originally been named after William Sherwood, the owner of the plantation known as Sherwood Forest. Nevertheless, William Sherwood most likely named his property to commemorate himself *and* Sherwood Forest, or perhaps simply liked the play on words that the name created. Incidentally, there were at least four places in Jamaica called Sherwood Forest at one time! However these names originated, it is clear that British planters in Jamaica used names that reinforced a British sense of identity, and that perhaps reminded them of home. Bear in mind that legally, these British planters had a right to create these place-names. You may think that morally, they didn’t, but even here, we should think about this in the context of the historical period. Nevertheless, you should try and get across the idea that place-naming is not a neutral act, but one grounded in control and making implicit statements about ownership and politics.

These exercises support the following aspects of the National Curriculum for Key Stage 2:

Geography

* Developing competence in the skills needed to interpret maps
* Developing competence in the skills needed to communicate geographical information
* Communicating geographical information
* Describing key aspects of human geography
* Use maps to describe key features
* Use maps to locate countries
* Use map symbols and keys to build knowledge of the UK and the wider world
* Understanding key geographical similarities and differences through the study of human geography in a region of the United Kingdom and a region in the Americas

History

* Know and understand how Britain has influenced the wider world
* Know and understand the expansion and dissolution of empires
* Address historically valid questions about similarity and difference, and significance
* Undertaking a local history study
* Undertaking a study of a non-European society that provides contrast with British history
* Understanding how knowledge of the past is constructed from a range of sources (including place-names)

English

* Plan writing by discussing and recording ideas
* Writing (composition): note and develop ideas, drawing on research where necessary
* Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
* Draft and write by organising paragraphs around a theme

Maths

* Consider problems using terms like ‘distance between’