



THE PENTRICH REVOLUTION

KS2 EDUCATION RESOURCE PACK



THE PENTRICH
& SOUTH WINGFIELD
REVOLUTION GROUP

Commemorating the forgotten revolution for the next generation.

NOVEMBER 7, 2018

This education pack is a commemorative resource to mark the 200th anniversary of the 1817 Pentrich Revolution. It was created on behalf of the Pentrich and South Wingfield Revolution Group. Their objectives are to educate and increase awareness about the revolution and its consequences, and to establish a legacy which preserves and entrenches the heritage of the revolution. This has been made possible with Heritage Lottery Funding.



Acknowledgments

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You can also find out more at: pentrichrevolution.org.uk

... or go to our Facebook page: facebook.com/pentrichrevolution/

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Resource Aims

This resource aims to develop pupils' awareness and understanding of the 1817 Pentrich Revolution and the part it played in shaping British history. Through experiential learning pupils will be introduced to the causes of the revolution, investigate the key events and explore its impact on the local area and further afield. The ideas and activities suggested are linked to the curriculum and support the learning of key concepts and the development of knowledge, skills and understanding.

We hope this learning resource will spark your interest in the revolution, provide guidance to plan a 'Pentrich Revolution Project' in school, and support you to make the best use of the heritage opportunities available in Derbyshire and Nottinghamshire.

How to use this resource

This resource is intended for use with upper Key Stage 2, but it can be adapted for use in other year groups. It contains a range of materials to support teaching and learning about the 1817 Pentrich Revolution including; detailed background information, images, written sources, a timeline of events, a glossary of key terms, curriculum planning and web links to supporting materials, including films and audio. A variety of activity suggestions and learning opportunities are also included, set within a flexible 'lesson plan' style and centred around the main events, the causes and consequences of the revolution. Several key themes also emerge, including:

- Working and living conditions
- Political and social reform
- Protest and rebellion
- Crime and punishment
- Significant events and people
- Commemoration and remembrance

Use this pack to:

- Understand why the 1817 Pentrich Revolution happened and the effect the event had on the local community and further afield
- Investigate what happened on the night of 9th June 1817 and sequence the main events,
- Explore the ways people lived and worked in the early 19th century and describe the difficulties they faced
- Gain an insight into the political changes that took place in the late eighteenth and early

nineteenth centuries and understand the role the Pentrich Revolution played in wider calls for political reform

- Understand the moral dilemma faced by many of the men involved in the revolution and consider their points of view
- Find out more about crime and punishment in the early 19th century
- Explore the aftermath of the revolution, the changes that took place as a result and the way in which those involved were treated
- Build knowledge of the local area and examine what has changed and stayed the same,
- Make connection between the events that took place then, and how they relate to events that take place today



The Pentrich Revolution - Background information for teachers

In June 1817, a group of almost 400 lightly armed men from the Derbyshire villages of Pentrich and South Wingfield marched towards Nottingham. They believed they would join a larger group of revolutionaries marching from the North toward London in an attempt to overthrow the government. Within 24 hours one man had been shot dead and the uprising had been put down by government troops.

It soon became clear that the story of a large group of revolutionaries moving south had been exaggerated by a government spy. Many of the radical leaders in Yorkshire had been arrested and those in Nottinghamshire were reluctant to take action because they suspected government spies were among them. Following the trial of those involved in the uprising three men were executed, twenty jailed and a further fourteen transported to Australia.

The Pentrich Revolution, and the reaction of the authorities, was far from being an isolated incident. It was part of a wider wave of radicalism and discontent which swept through Britain and the rest of Europe following the end of the Napoleonic Wars and the upheavals caused by the Industrial Revolution. Many of the demands made by those involved in the Pentrich Revolution and other protests at the time were for rights that we now take for granted but which for many people in the early 19th century were far out of reach.

The Causes

The reasons why popular discontent turned into armed revolt in 1817 were complex but centred on the harsh economic conditions following the end of the Napoleonic Wars, the increasing demand for political reform, the upheavals caused by the industrial revolution and perhaps more surprisingly a volcanic eruption two years earlier, over 7,000 miles away.

Following the end of the Napoleonic Wars much of Britain experienced an economic depression. Government restrictions on imported grain favoured British landowners but caused food prices to rise, a situation which was made worse by the wet and cold summer of 1816 (caused by the eruption of Mount Tambora in Indonesia) and the failure of the harvest in many areas of the country. Unemployment also rose as demands for wartime goods such as weapons and iron fell and thousands of men released from the armed forces returned home to look for work.

Many of those who took part in the Pentrich Revolution were the framework knitters,

miners and labourers whose lives had been greatly affected by the upheavals of the preceding decades. Framework knitting had been particularly hard hit as the textile industry moved away from small scale domestic production to large scale manufacture in factories during the industrial revolution. The rural villages of Pentrich and South Wingfield had seen firsthand industrial development in the nearby Derwent Valley of the first factory systems using large scale water power.

Demand for social and political change had been growing for decades and many in authority feared the examples that the American and French Revolutions had set. At the end of the Napoleonic Wars reactionary governments were in power across Europe and Britain was no exception. By the beginning of 1817 tensions were high in the north of England. In March a group of Lancashire textile workers, known as blanketers because each of them carried a blanket, began a march to London to petition for unemployment relief and political reform, before they were stopped by government troops.

One way that the government tried to crack down on dissent was through a network of spies and informers. One of these spies, a man going by the name of William Oliver, played an important role in the Pentrich Revolution.

The March

William Oliver presented himself as an enthusiastic revolutionary as he travelled the country. One of the men he encountered was Thomas Bacon, a veteran radical and member of the Pentrich Hampden Club, one of a network of underground societies dedicated to political and social reform. Radical meetings in Yorkshire, Derbyshire and Nottinghamshire were being held with increasing frequency in early 1817 and Oliver's story of an imminent national uprising was easily accepted by Bacon. Another radical who believed that revolution was about to begin was a former soldier and unemployed stocking maker from Sutton-in-Ashfield named Jeremiah Brandreth, the 'Nottingham Captain'.

On the 8th of June Brandreth addressed a meeting at the White Horse Inn at Pentrich urging men to march on Nottingham, where they would join with others and move along the River Trent to Newark. The demands of the group were vague, including wiping out the national debt, but it was promised that a provisional government would be established and send relief to the families of those who took part.

The marchers set out from Hunt's barn in South Wingfield on 9th June and began their journey towards Nottingham, calling at farms and houses along the way to gather men and

weapons. At one point the group split into two, one led by Brandreth, Isaac Ludlam and William Turner and the other led by George Weightman and Edward Turner. When Brandreth's group were refused entry into Mary Hepworth's home a warning shot was fired killing Robert Walters, a servant in the house. Although it is not known who fired the shot, Brandreth was widely blamed.

The group headed towards Butterley Iron Works, intending to seize cannons and other weapons, but were thwarted by the factory agent George Goodwin and a few local constables. At Giltbrook the revolutionaries were met by a small mounted force from the 15th Regiment of Light Dragoons and promptly fled. The Pentrich Revolution was over and in the coming weeks many of the marchers were arrested. In total forty-six men faced trial in the autumn of 1817.

The Trial

The Grand Jury assembled to decide what charges the accused would face and was made up of some of Derbyshire's wealthiest and most influential people, including members of the Cavendish, Arkwright, Hurt, Mundy, Fitzherbert and Gell families, many of whom were hostile to reform. The charges faced by the forty-six defendants were High Treason on three counts:

- Levying war against the King in order to subvert and destroy the constitution and the kingdom.
- Conspiring and compassing with an intent to deprive and depose the king.
- Compassing and devising to levy war against the King.

The trial itself was conducted in front of four judges and a jury composed mainly of farmers from around South Derbyshire and Ashbourne. The crown solicitor, William Lockett, ensured that the jurors were from a region where there would be little sympathy for the rebels. The trial also was delayed until October to ensure that the harvest was out of the way and a jury sympathetic to the Crown could be put in place.

One notable absence from the trial was Oliver, the government spy whose actions had encouraged the rising. At the time of the trial he was staying at the George Inn on Irongate in Derby under another name in case his testimony was needed, but was forced to leave when his identity was discovered. The authorities were keen to keep Oliver's name out of the proceedings because of the questions it might raise.

Jeremiah Brandreth, Isaac Ludlam, William Turner and George Weightman were found

guilty and sentenced to be 'hung, drawn and quartered', although this was later commuted to hanging and beheading! Weightman was shown more leniency as his sentence was commuted to transportation to Australia.

On 7th November 1817 Brandreth, Ludlam and Turner were taken from Derby Gaol to Nun's Green where they were executed by being hanged and then beheaded. Turner's last words before his execution were 'This is the work of the Government and Oliver'.

Legacy

The harsh sentences handed down to the Pentrich Revolutionaries had the effect the government wanted. William Lockett, the Crown solicitor, was able to claim that the trial verdicts and the sentences that followed 'were to have a salutary effect on the lower orders in Pentrich and elsewhere.'

The call for reform was temporarily silenced and it was to be 15 more years before reform was achieved.

The first group of ten prisoners sentenced to transportation left Derby in November 1817 but didn't arrive in Australia until October 1818. A second group of four prisoners were too ill to travel and followed on a later ship. The convicts that were still alive were pardoned in 1835 but none returned to Britain. Many of their descendants still live in Australia. The last survivor of those transported was George Weightman, who died in 1865. A memorial to Weightman near where he lived in Kiama, New South Wales, commemorates his role in the rising and the 'exercise in entrapment by the British Government.'

The village of Pentrich itself was partially demolished following the rising and many of those whose relatives had taken part in the uprising were evicted. Brandreth's widow eventually remarried and two of his children later left Britain to live in America.

The overall significance of the Pentrich Revolution has to be seen as part of the wider discontent within areas of Britain following the Napoleonic Wars as economic depression and the upheavals of industrialisation took their toll, but it also coincided with changes in the way the radical movement was perceived. The harsh punishment meted out to the Pentrich Revolutionaries did not have the public support that it might have done twenty years earlier, and the well-known use of spies under the direction of the Home Secretary Viscount Sidmouth aroused the hostility of both reformers and radicals.

Throughout the following decades there continued to be conflict between government and those who wanted parliamentary reform, a free press, the legalisation of trade unions and

better wages. Sometimes matters ended in violence, as they did at the Peterloo Massacre in 1819, when cavalry charged a crowd of peaceful demonstrators in Manchester. Long after the events of 1817 the Pentrich Revolutionaries and the actions of Oliver the Spy were remembered by those campaigning for reform.



Timeline of key events in relation to the Pentrich Revolution

1793 - France declares war on Britain.

1815 - Mount Tambora in Indonesia erupts leading to changes in weather around the world.

1815 - France surrendered in July 1815, after the battle of Waterloo in June.

1816 - Snow falls in June in what becomes known as 'the year without summer'.

1817 - By 1817 Britain had slumped into an economic crisis.

8th June 1817 - Jeremiah Brandreth addresses a meeting at the White Horse Inn at Pentrich urging men to march on Nottingham.

9th June 1817 - The march on Nottingham begins.

10th June 1817 - Some forty men are arrested by the Dragoons.

20th July 1817 - Jeremiah Brandreth is arrested.

16th Oct 1817 - The trial begins at Derby Assizes.

7th Nov 1817 - Brandreth, Ludlam and Turner are taken from Derby Gaol to Nun's Green where they are executed.

28th Nov 1817 - The first group of prisoners sentenced to transportation leave Derby.

Oct 1818 - The first group of prisoners sentenced to transportation arrive in Australia.

1818 - One third of the village of Pentrich is demolished and families are evicted under the Duke of Devonshire's orders.

1820 - King George III dies and his son the Prince Regent becomes King George IV

1835 - Convicts still alive are pardoned.

Turbulent Timeline

1771 - The 'Factory Age' begins with the opening of Britain's first cotton mill

1775 - American War of Independence

1787 - First fleet of convicts sails to Australia

1789 – The French Revolution

1799 -1800 - Trade Unions are outlawed

1803 - 1815 - The Napoleonic Wars

1807 - Britain abolishes the slave trade

1811-1812 - Luddite protesters attack industrial machinery

1812 – UK at war with America

1815 - Corn Laws introduced

1817 - Blanketeers march to London

1817 – The Pentrich Revolution

1819 – The Peterloo Massacre

1829 - Robert Peel sets up the Metropolitan Police

1832 – The Great Reform Act

1833 - The Factory Act

1834 – The Tolpuddle Martyrs

1838 - 1857 The Chartist movement

The Curriculum

Learning about the 1817 Pentrich Revolution in school enriches the History Curriculum and presents an opportunity to engage in a meaningful historical enquiry. It can also provide relevant and effective connections across many other subjects, supporting and evidencing a broad and balanced curriculum.

The following information is designed to enrich your topic planning. The activity suggestions can support a fully immersive topic or provide ideas for you to 'pick and choose' from for a shorter study. They can be carried out in number of ways and we encourage you to adapt them to meet the needs of pupils you are working with.

To support you in your planning we have included:

- History Curriculum links
- Curriculum and activity overviews
- Guidance on how studying the 1817 Pentrich Revolution can support your school promote pupils' spiritual, moral, social and cultural development
- Ideas to launch your project

Various key skills are also used and developed, and include: investigation, enquiry, questioning, analysis, empathy and communication.

The History Curriculum

KS2 Year 5 and 6

How does studying the 1817 Pentrich Revolution link to the History National Curriculum?

Pupils will:

- Know and understand the history of the 1817 Pentrich Revolution as a chronological narrative
- Know and understand how people's lives at the time shaped Britain and how it was influenced by events in the wider world
- Gain and deploy a historically grounded understanding of abstract terms such as **revolution, rebellion, revolt, democracy, execution and treason**
- Understand historical concepts such as **cause and consequence**, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses
- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed
- Gain historical perspectives by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, and social history

Pupils will be taught about:

- A local history study - a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - changes in an aspect of social history, such as crime and punishment

Spiritual, Moral, Social and Cultural Development

Studying the Pentrich Revolution can provide opportunities to promote pupils' spiritual, moral, social and cultural (SMSC) development by enabling them to:

- Show an awareness of the moral implications of the actions of historical figures
- Appreciate and reflect upon the achievements of past societies

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- Address concepts of choice, blame and responsibility
 - Deal with the intended and unintended consequences of historical decisions
 - Reflect on issues such as democracy, oppression, equality and poverty
 - Offer views on why something happened and appreciate that others may have a different viewpoint
 - Draw links between a historical period and current events
 - Address the position of various groups in historical societies including the working classes, women and children
 - Look at the evolution of British society
 - Visit historic sites to engage with the past and learn about British heritage and identity

Activities and ideas to launch your project

What is a revolution?

Brainstorm meaning, context, examples and ideas surrounding the word 'revolution'. Keep a record of responses and questions as a mind map or list for display. Refer back to the list as your project progresses and add more detail as pupils understanding develops.

Just the Job

Prepare a job advert as a wanted poster and put it in an envelope addressed to the class. Build the tension and describe to them that a dilemma awaits. Reveal the poster and discuss what it could mean.

People Wanted!

Will you join me for a long and dangerous march? One night only, likely to be cold and wet. You will need to be armed.
100 guineas, bread, beef and ale offered. Safe return doubtful, a better life awaits if successful.

J Brandreth, Nottinghamshire

What choices do you have to make here? Initial vote: Who would apply? Why? List the arguments for and against. A conscience alley or thought tunnel activity could be useful here. One pupil walks between two lines of pupils who whisper reasons why he/she should/should not go. Have they made a decision? Introduce the pupils to the topic and explain that on the night of 9th June 1817 men from villages across Derbyshire and Nottinghamshire were faced with a similar dilemma.

Look at the list of men involved on the night on page 72 - 73 and assign a name to each pupil. Create an identity card with an imagined picture and information about them: job, age, place of birth, family etc. (where information is missing this could be invented). Pupils could remain in character for the remainder of project, embracing their characters viewpoint for a number of the activities. They could also reply to J Brandreth outlining their suitability (or not) for the advertised role.

Revolutionary Relations

Are you related to a 'revolutionary'? Look at the surnames of the men involved in the revolution on pages 72 - 73. Do you or any one in class share the same name? If so you could be directly related to a revolutionary. Pupils could research their own family history and find out about the life of one of their ancestors. Research the meaning of their surnames or create a coat of arms to represent themselves and their families.

Know - Want to know - Learned (K - W - L)

Steer thinking and organise questions with a K - W - L session. Brainstorm: What do I **know** about the Pentrich Revolution? What do I **want** to find out? Create a list, chart or mind map of your discussions and ideas. At the end of your project plan time to reflect, and think about: What have I **learned**?

Special Delivery

Arrange for an imaginary package to be delivered to the classroom that contains a selection of images/objects/artefacts linked to the Pentrich Revolution and the early nineteenth century. The objects should stimulate pupils' curiosity and prompt discussion. As you reveal the objects encourage pupils to ask questions about their new topic.

Revolutionary Research

Using online resources and books, research influential protests and revolutions throughout history and from around the world. Explore their causes and consequences and create a 'Turbulent Timeline' of revolutions, rebellions, protests and uprisings that shaped the world.

Vocabulary Challenge

On page 48 you will find a list of key words and their definitions relating to the topic. Cut up and jumble the words and their meanings, and in pairs or small groups challenge pupils to match them correctly. This is great opportunity to ensure pupils have a good understanding of some of the more complex words and concepts they will encounter during the topic. It is likely to be challenging, and dictionaries and internet searches will help. You could collect and display the 'tricky' words and refer back to them as the topic progresses.

Introductory Film

Use the film '[The Pentrich Revolution](#)' to introduce the topic. The film gives a brief but dramatic insight into the events as they unfold.

Prove it

Is it possible to prove a historic event took place? How can you find out about a historic event when you weren't even there? Did the Pentrich Revolution really happen? Create a 30 second presentation that proves it did. This activity would work well at the end of the topic.

Section 1

The Ripple Effect: Exploring the causes of the 1817 Pentrich Revolution

The following activities give pupils an opportunity to understand who or what influenced the 1817 Pentrich Revolution, and encourages them to question the conditions and actions that led to it. Use the activities to explore the concepts of 'cause and consequence' and 'chronology' and themes around working and living conditions, political reform and the industrial revolution.

Learning outcomes

By the end of this section pupils will:

- understand that events can have a variety of different and often unappreciated causes
- have knowledge of the difficult working and living conditions faced by many in 1817

Resources

- The Ripple Effect - Exploring the causes of the 1817 Pentrich Revolution on page 21
- Cause and consequence grid on page 54

Curriculum and Activity Overview - Summary

Activities	Curriculum Links
The Ripple Effect: Exploring the Causes of the 1817 Pentrich Revolution	<p>In History pupils will be:</p> <ul style="list-style-type: none">• researching how Britain was influenced by the wider world• using and understanding the concept of cause and consequence• developing chronologically secure knowledge and understanding• noting connections, contrasts and trends over time• developing the appropriate use of historical terms <p>In English pupils will be:</p> <ul style="list-style-type: none">• reading for a range of purposes• retrieving, recording and presenting information from non-fiction• explaining and discussing their understanding of what they have read, including through formal presentations and debates• providing reasoned justifications for their views• identifying the audience for and purpose of the writing, selecting the appropriate form• writing narratives

The Ripple Effect: Exploring the causes of the 1817 Pentrich Revolution

Explosive stuff - The Tambora Volcanic Eruption 1815

On the 5th April 1815, Mount Tambora in Indonesia began to erupt. It intensified over the next five days and would eventually spew 200 million tons of sulphur dioxide into the stratosphere. This created disruption across the globe. Ash spread, world temperatures decreased and crops failed. 1816 became known as the 'year without summer'. People across the world saw long, cold spells of weather. This added to rising poverty and feelings of desperation and discontent.

War is over - The Napoleonic Wars 1793-1815

War broke out between Britain and France in 1793. It carried on until Britain won the battle of Waterloo in 1815. During the war years, 250,000 soldiers needed to be armed and clothed. Britain made and supplied the weapons and uniform they needed. This meant that the iron industry thrived and jobs were secure. But hopes for a better life after the war were dampened. When the war ended Britain suffered an economic depression. Soldiers came home from war to high unemployment and extreme poverty. They felt more and more frustrated and desperate.

Mood of the masses - Political Reform

People began to express their growing anger at their living and working conditions by joining organised political groups or societies. At that time, most people didn't have the right to vote. The government was led by a small group of wealthy and privileged men. Revolutions around the world began to inspire reformers in Britain who were looking for a more equal society. The government responded with alarm. They put a stop to all protest with force.

Times are changing - The Industrial Revolution

The industrial revolution was a time of great change. It changed where people lived. There was a quick growth in the size and movement of the population from the countryside to the town. It changed how people worked. They moved from agriculture to industry, from domestic industry to factory work. It changed how people lived. There was a sharp rise in poverty, and political unhappiness grew as living conditions got worse. Anger often sparked rebellious events between 1811-19 including frame breaking by Luddites.

Introductory activities

Pupils could:

- Read through the causes of the revolution on page 21. Discuss and make notes on the main reasons why the Pentrich Revolution happened. Do pupils agree that these causes could lead to the revolution? Is that possible? Discuss with a partner how the events are connected and share reasons with others.
- Complete the 'Cause and Consequence' grid on page 54. Think about how each event impacted on the living conditions of local people. Identify which cause had the greatest impact. Why do they think that? Number the causes in order of importance. Can they think of any other reasons why the revolution took place?
- Discuss whether anyone or anything could have stopped the Pentrich Revolution from taking place. Create a list of possible solutions.

Main activities

In History and English - Writing

There are a number of research opportunities that pupils could undertake to find out more about the causes of the revolution and the living conditions of those involved at the time.

Pupils could:

Choose one of the following research projects and present findings in a variety of ways. For example, as a written report, PowerPoint presentation, story, poster, song, speech, newspaper report, drama, piece of art etc.

- A day in the life of a child growing up in an industrial town in the early 19th century.
- Who were the 'Luddites'? Find out what they did and why.
- What happened when the Tambora Volcano erupted? Research what happened before and after the event.
- Explore the causes and consequences of revolutions, rebellions, protests and uprisings that shaped the world.
- What was it like to be a soldier during the battle of Waterloo?
- Pentrich/Derbyshire now and then. Find out about Pentrich, the village at the heart of the revolution, or Derbyshire through the ages.

In English - Writing

Pupils could:

Create a leaflet, brochure or guidebook to help visitors get to know Pentrich or Derbyshire. Think about the audience. Are they local or tourists? Develop a leaflet for young children, for older children or for adults.

Section 2

On the March: Investigate what happened on the night of 9th June 1817

The following activities enable pupils to investigate what happened on the night of the 9th June 1817 and sequence the main events. Pupils will explore the dilemma faced by the men and begin to understand the moral implications involved. Use the activities to approach the concepts of 'chronology' and 'point of view' and themes around protest and rebellion, using historical evidence and significant events.

Learning outcomes

By the end of this section pupils will:

- sequence a historical event in chronological order
- discuss the value of different sources
- identify the main events of the 1817 Pentrich Revolution
- understand some of the reasons why the men went out to march

Resources

- The Pentrich Revolution Introductory Film

Curriculum and Activity Overview - Summary

Activities	Curriculum Links
<p>Join the revolution: Do I stay or do I go?</p>	<p>In History pupils will be:</p> <ul style="list-style-type: none"> • constructing informed responses that involve thoughtful selection and organisation of relevant historical information. • developing the appropriate use of historical terms <p>In English pupils will be:</p> <ul style="list-style-type: none"> • asking relevant questions to extend their understanding and knowledge • articulating and justifying answers, arguments and opinions • participating in discussions, presentations, performances, role play, improvisations and debates • considering and evaluating different viewpoints, attending to and building on the contributions of others
<p>The March to Nottingham</p>	<p>In History pupils will be:</p> <ul style="list-style-type: none"> • developing chronologically secure knowledge and understanding • creating structured responses to a historical event • developing the appropriate use of historical terms <p>In English pupils will be:</p> <ul style="list-style-type: none"> • participating in discussions, presentations, performances, role play, improvisations and debates • identifying the audience for and purpose of the writing, selecting the appropriate form • writing narratives <p>In Geography pupils will be:</p> <ul style="list-style-type: none"> • identifying human and physical characteristics • using maps, atlases and digital/computer mapping to locate places and describe features

Activities	Curriculum Links
<p>Friend or Foe: Oliver the Spy</p>	<p>In History pupils will be:</p> <ul style="list-style-type: none"> • constructing informed responses that involve thoughtful selection and organisation of relevant historical information. • developing the appropriate use of historical terms <p>In English pupils will be:</p> <ul style="list-style-type: none"> • participating in discussions, presentations, performances, role play, improvisations and debates • identifying the audience for and purpose of the writing, selecting the appropriate form • writing narratives <p>In Art and Design pupils will be:</p> <ul style="list-style-type: none"> • developing their portrait techniques
<p>Power to the People: The men behind the revolution</p>	<p>In History pupils will be:</p> <ul style="list-style-type: none"> • understanding the methods of historical enquiry, including using sources as evidence • understanding how our knowledge of the past is constructed from a range of sources. • developing the appropriate use of historical terms <p>In English pupils will be:</p> <ul style="list-style-type: none"> • participating in discussions, presentations, performances, role play, improvisations and debates • identifying the audience for and purpose of the writing, selecting the appropriate form <p>In Art and Design pupils will be:</p> <ul style="list-style-type: none"> • developing their portrait techniques

Join the revolution: Do I stay or do I go?

There was resistance to the revolution from some villagers and some men were forced to join the armed uprising, threatened with being shot if they did not. It was during an argument with Mary Hepworth in Wingfield Park that her servant Robert Walters was fatally shot - he was the only man to die that night. The villagers knew that the consequences of taking part would be severe. They were torn between the chance of improving their desperate living conditions and the fear of what would happen if they were caught.

Introductory activities

Pupils could:

- Complete the following task. Read the information in the poster and discuss what it could mean.

People Wanted!

Will you join me for a long and dangerous march? One night only, likely to be cold and wet. You will need to be armed.
100 guineas, bread, beef and ale offered. Safe return doubtful, a better life awaits if successful.

J Brandreth, Nottinghamshire

- What choices need to be made here? Initial vote: Who would go? Why? List the arguments for and against. A conscience alley or thought tunnel activity could be useful here. One pupil walks between two lines of pupils who whisper reasons why he/she should/should not go. Have they made a decision?
- Imagine there is a knock on the door and they have to make a decision, in that moment about whether to join the revolution or not. Do they stay or do they go? Where do they stand? Pupils position themselves along a line depending on their views. Stand at the start of the line if they "Strongly Agree" and at the end of the line if they "Strongly Disagree". Position themselves at any point in between to show where they stand on the issue.
- Play devil's advocate and come up with 2-3 reasons in support of an opposing viewpoint.

- Make a list of reasons to go and reasons to stay. Second vote: Who would go? Did anyone change their mind? Why?

Main Activities

In English - Spoken Language

Pupils could:

Take on the role of one of the villagers and:

- use a thought tracking technique to create an inner monologue
- take the 'hot seat' and in the voice of one of the men involved answer questions from the class
- develop and act out a conversation between one character and a neighbour about their thoughts on joining the revolution

Repeat the above activities, this time take on the role of one of a family member.

Pupils could also:

- Write scripts for conversations between different characters discussing their dilemma for others to act out
- Prepare different scenes showing the revolutionaries as they passed through the villages knocking on doors and seizing weapons

The March to Nottingham

Introductory activities

Pupils could:

- Read through the jumbled-up story of the 'March to Nottingham' on page 51. Put the main events in the correct order as they think they happened and read aloud their story.

Main Activities

In English - Writing

Pupils could:

- Imagine they witnessed the march. Write a record or diary entry of the events as they unfolded. If pupils have been assigned a name from the list of revolutionaries they could write from their perspective. Include details of the sights, smells, sounds and sensations and include a diary entry from the day after the march
- Write a formal account of the march as a newspaper report. Include a headline, facts and opinions, quotes and a picture with a caption
- Write an alternative ending
- Create a story-board showing the sequence of events through pictures and captions

In English - Spoken Language

Pupils could:

- Join the march as a journalist and interview the revolutionaries at different stages of the march. In pairs take it in turns to act as journalist and revolutionary
- Create a still picture or tableau without talking of the 'moment of arrest'. Use physical poses, gestures, and facial expressions rather than words to express what happened

In Geography

Pupils could:

- Investigate the geographical location of Pentrich. Locate it and their school on a map and plan a route to it. Think about: How will they get there? How far away is it? How long will it take to get there? How much will it cost?
- Locate Pentrich and the surrounding area on a satellite map. What does the area look like on the satellite image? What do you notice about the landscape? Find important landmarks? Locate physical and human features? Does Pentrich make use of natural features? Present findings in a PowerPoint presentation or similar.
- Plan, on paper, a walking route from Pentrich to Giltbrook in Nottinghamshire. Work out number of miles and how long it will take to get there. Make a list of the landmarks you would expect to see on your journey.

Friend or foe: Oliver the Spy

The government had few means of maintaining law and order in 1817. There was no police force until 1829 and troops were often used to keep the peace. One way the government was able to gather information about the growing discontent sweeping across England was through the use of spies. These men were employed by the government and paid by results, ultimately becoming 'agent provocateurs' in some cases. One of the most notorious spies was William Oliver, alias 'Oliver the Spy' who played a significant role in the revolution. He encouraged the men of Pentrich and the surrounding villages to revolt, and set them up to be caught and punished so that he would be paid. Oliver the Spy's intrigue cost the lives of Jeremiah Brandreth, Isaac Ludlam and William Turner, with 20 other men jailed and 14 transported for their part in the rising.

Introductory activities

Pupils could:

- Discuss different points of view and vote. Did 'Oliver the spy' incite villagers to rebellion?
- Imagine there is an informer in the village - What do they do? In pairs create a secret way to communicate with each other. This could be a secret code, a made-up language, symbols or a series of actions. Write a short letter or perform a short sequence and challenge others to crack the code.

Main Activities

In English - Spoken Language

Pupils could:

Conduct an exclusive interview with William Oliver while he is in hiding after the Revolution. Take it in turns to play the role of William and the interviewer. Ask questions about his role in the revolution and take notes on the answers given. Top tip: A good interview has open, clear and well researched questions.

In English - Writing

Pupils could:

Write up the notes made during the interview with William Oliver as a 'World Exclusive' news report or magazine feature. Include a headline, facts and opinions, quotes and a picture with a caption.

In Art and Design

Pupils could:

Imagine what William Oliver looked like? Read the physical description of 'Oliver the Spy' on his profile on page 61 and look carefully at the picture of him. Draw a portrait style painting of William Oliver as pupils imagine him to be.

Power to the people: The men behind the revolution

Up to 400 men were involved in the revolution and they marched through the pouring rain, on the night of 9th June 1817. They were wet and demoralised, and many of them defected into the night - making a dash for it or hiding behind hedges without being seen. A small but determined band marched on and made it across the border into Nottinghamshire at around dawn. They were immediately faced with a detachment of Dragoons and around 40 men were seized.

Introductory activities

Pupils could:

- Imagine they met one of revolutionaries today. What would they ask him? What would their response be?
- Take on the role of a revolutionary ghost and talk about how they have been treated.

Main Activities

In History

Pupils could:

- Investigate one or all of the seven sources of historical evidence from page 63. What can we learn about Jeremiah Brandreth from them? How reliable are the sources? Which source is the most useful to a historian finding out about Jeremiah Brandreth? Which source is the least useful? Why do they think that? What can they tell us about his family?
- Find out more about Jeremiah by reading through his profile on page 55.

In English - Spoken Language

Jeremiah Brandreth made the difficult decision to lead the revolution despite knowing what the consequences would be.

Pupils could:

- Speak aloud his private thoughts and reactions to what happened. One pupil takes the 'hot seat' as Brandreth and answers questions in his voice. The rest of the class asks further questions to find out how Brandreth feels about what happened to him.

In English - Writing

Jeremiah Brandreth was on the run for some time after the revolution.

Pupils could:

- Design a 'Wanted Poster' calling for his capture and offer a reward. Look at his profile page and use the information to draw his likeness and describe his appearance and character.
- Invent a profile page for one of the revolutionaries listed on page 53.

In Art and Design

Pupils could:

Create a portrait gallery of the men involved in the Revolution. Think about five elements involved in creating a portrait; the face, body language, dress, props and setting.

Section 3

On trial: Discover the fate of those involved in the revolution

The following activities encourage pupils to think about what happened to the men involved in the revolution - their trial and punishment. Pupils will explore ideas around democracy, their feelings about the treatment of the revolutionaries and question crime and punishment in the early 19th century. Use the activities to explore the concept of 'cause and consequence' and 'empathy' and themes around crime and punishment.

Learning outcomes

By the end of this section pupils will:

- understand and address issues of responsibility and fairness
- have reflected on the treatment of the revolutionaries and their families
- have knowledge of types of crime and punishment and how these have changed over time

Resources

List of men convicted at trial and their punishments on page 53.

Curriculum and Activity Overview - Summary

<u>Activities</u>	<u>Curriculum Links</u>
An Open and Shut Case: Revolutionaries on Trial	<p>In History pupils will be:</p> <ul style="list-style-type: none">• researching how people's lives shaped Britain• using and understanding the concept of cause and consequence• developing chronologically secure knowledge and understanding• noting connections, contrasts and trends over time• developing the appropriate use of historical terms <p>In English pupils will be:</p> <ul style="list-style-type: none">• asking relevant questions to extend their understanding and knowledge• articulating and justifying answers, arguments and opinions• participating in discussions, presentations, performances, role play, improvisations and debates• considering and evaluating different viewpoints, attending to and building on the contributions of others• identifying the audience for and purpose of the writing, selecting the appropriate form• writing narratives <p>In Art and Design pupils will be:</p> <ul style="list-style-type: none">• developing sketching techniques

<u>Activities</u>	<u>Curriculum Links</u>
<p>The Gruesome Truth: Crime and Punishment in 19th Century Britain.</p>	<p>In History pupils will be:</p> <ul style="list-style-type: none"> • researching how people’s lives shaped Britain • researching changes in an aspect of social history, such as crime and punishment • using and understanding the concept of empathy • noting connections, contrasts and trends over time • developing the appropriate use of historical terms <p>In Geography pupils will be:</p> <ul style="list-style-type: none"> • identifying human and physical characteristics • using maps, atlases, globes and digital/computer mapping to locate places and describe features • understanding geographical similarities and differences through the study of Australia <p>In PSHE pupils will be:</p> <ul style="list-style-type: none"> • talking about their opinions and explaining their views on issues that affect them • considering social and moral dilemmas <p>In English pupils will be:</p> <ul style="list-style-type: none"> • identifying the audience for and purpose of the writing, selecting the appropriate form • writing narratives

An open and shut case: Revolutionaries on trial

Of the men to stand trial for their part in the revolution, three were sentenced to be hung, drawn and quartered, fourteen to transportation, twenty rebels were given prison sentences and no charges were brought against twelve others. Oliver the Spy went into hiding and newspaper reporting of the trial was banned. The trial itself was conducted in front of four judges and a jury composed mainly of farmers from around South Derbyshire and Ashbourne. The Crown solicitor, William Lockett, ensured that the jurors were from a region where there would be little sympathy for the rebels. The trial also was delayed until October to ensure that the harvest was out of the way and a jury sympathetic to the Crown could be put in place.

Introductory activities

Pupils could:

Think about this question - What is a crime? In pairs discuss the Pentrich Revolution and decide whether you think a crime was committed.

Main Activities

In English - writing

Pupils could:

- Write a persuasive letter to the judge in support of one of the revolutionaries requesting a pardon for them. Describe their good character, their family situation and future prospects.
- Think about the overcrowded conditions in Derby Gaol for those awaiting trial or sentencing. They were shackled and surrounded by noisy, mutinous inmates. How do you think they felt? Create a mood board of thoughts and include - sights, sounds, tastes, smells, thoughts and emotions. Does it make you think of a particular colour? Use this colour to influence your mood-board and create a sensory poem about the gaol. Start with the chosen colour and end with emotions. It could follow a similar pattern to this.

The gaol is as grey as a stormy night

It smells of decay and gloom

It looks like a death

It tastes of human suffering

It feels icy cold within the darkness

The cell has fear reaching into every corner.

In English - Spoken Language

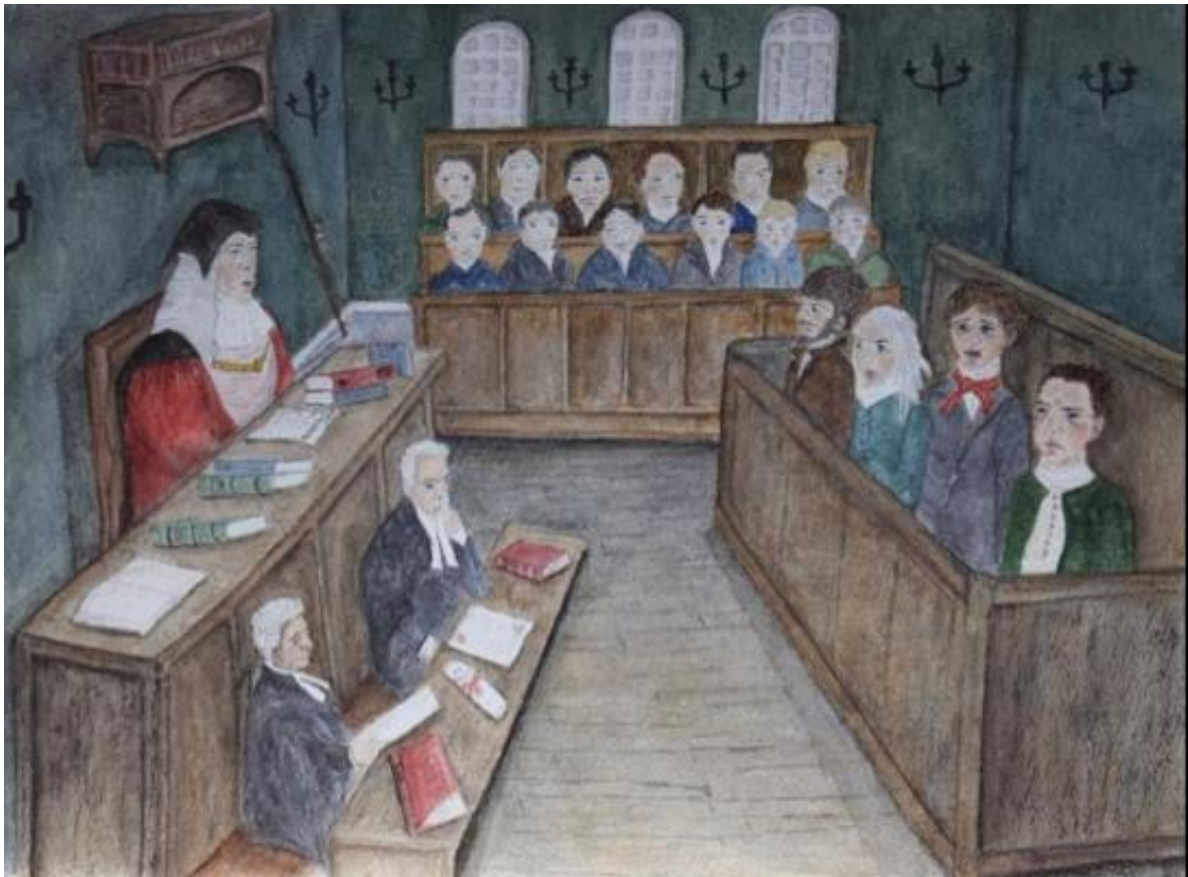
Pupils could:

Dramatise the emotional tension in the courtroom as the revolutionaries are sentenced. This could be as a tableau or freeze frame. Do they think the sentences were fair? Write their reasons.

In Art and Design

Pupils could:

Recreate the scene as a 'courtroom sketch'. A 'courtroom sketch' is an artistic depiction of the proceedings in a court of law.



'And you shall be taken from this place'.

Painted by Madeleine Johnson

The gruesome truth: Crime and punishment in 19th century Britain

Crime and punishment has changed a great deal since the gruesome 19th century. Changes in society brought about changes in the types of crime that was committed as well as the punishments given out. Brandreth, Ludlam and Turner were beheaded on a block after they had been hanged for more than thirty minutes. The beheadings were carried out by a Derbyshire miner who was reported to have been inept at the task. Six thousand people watched the executions. The proceedings of the trial and executions were published in 1817 and a gruesome description of the execution of Brandreth can be found on page 63. The bodies of Brandreth, Turner and Ludlum were buried in an unmarked grave at St. Werburgh's churchyard in Derby. They were the last men to be publicly beheaded by axe in Britain.

Introductory activities

Between 1787 and 1868 162,000 men, women and children were transported to Australia. There are many records available to view online about transportation and you can find information about convicts transported to Australia and their crimes at convictrecords.com.au. You can also view documents at nationalarchives.gov.uk, including medical records.

Pupils could:

- Spend some time searching through the archives. Make notes on things that interest them.
- Create a fact file of information about transportation.
- Read through the list of men convicted at trial and their punishments on page 53 and find out about what they would have experienced.

Main Activities

In History

Pupils could:

- Research the crimes that were punishable by death in the early 19th century. Select five crimes and present information about them in a table. Go on to research other punishments and the types of crime committed.
- Create a fact file for one of the following punishments; hard labour, imprisonment or hanged, drawn and quartered.

In PSHE

Pupils could:

- Read through the gruesome description of the execution of Brandreth on page 63. How

does this make them feel? Debate/discuss how they feel about the death penalty? List the arguments for and against capital punishment.

- Discuss the following - What is a crime? Why do we punish crime? Why do people commit crimes? Have attitudes to crime changed over the years?

In Geography

From Derby Gaol the prisoners were sent to Newgate Gaol in London and then to a ship called the Retribution, a floating gaol in Sheerness in Kent. The prisoners were then split into two groups, ten on The Tottenham and four on The Isabella. Both convict ships heading to Sydney Head in Australia on different routes and at different dates.

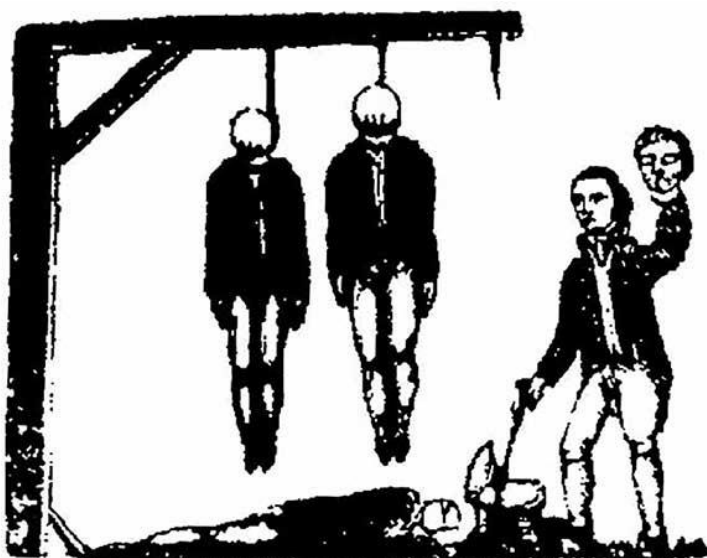
Pupils could:

- Research and map out one of the two transportation routes taken by the prisoners on either the 'Isabella' or 'Tottenham' convict ships from Derby Gaol to Australia. You could use a Geographical Information System (GIS).
- Compare Australia to Britain and create a presentation or fact file on the information you have found out.

In English - Writing

Pupils could:

- Read the letter from Josiah Godber on p.70. Write a letter to a loved one from Australia. Imagine a prisoner has just landed in New South Wales. What would they see? How would they be feeling? Include an image of what their new home may look like.



Section 4

The Aftermath: Discover that fate of those left behind

The following activities give pupils an opportunity to explore the consequences of the Revolution on the families of those left behind. Use the activities to explore the concept of 'empathy', 'cause and consequence' and 'point of view' and themes around political and social reform, protest and rebellion, and commemoration and remembrance.

Learning outcomes

By the end of this section pupils will:

- Know what happened to the families of the men involved in the Revolution.
- Understand that consequences can be unintended.
- Understand that commemorations are linked to specific events or people in the past.

Resources

- Copies of the artwork, 'The spirit is not extinguished' painted by Les Herbert and 'Alone without their menfolk' painted by Karolyn Stephens on pages 74 and 75.

Curriculum and Activity Overview - Summary

Activities	Curriculum Links
Legacy: Facing the consequences	<p>In Art and Design pupils will be:</p> <ul style="list-style-type: none"> • evaluating and analysing creative works using the language of art, craft and design • producing creative work, exploring their ideas and recording their experiences • developing various techniques <p>In English pupils will be:</p> <ul style="list-style-type: none"> • identifying the audience for and purpose of the writing, selecting the appropriate form • writing narratives
Pitchfork to Placard: Protest today	<p>In History pupils will be:</p> <ul style="list-style-type: none"> • constructing informed responses that involve thoughtful selection and organisation of relevant historical information. • developing the appropriate use of historical terms <p>In English pupils will be:</p> <ul style="list-style-type: none"> • asking relevant questions to extend their understanding and knowledge • articulating and justifying answers, arguments and opinions • participating in discussions, presentations, performances, role play, improvisations and debates • considering and evaluating different viewpoints, attending to and building on the contributions of others • identifying the audience for and purpose of the writing, selecting the appropriate form • writing narratives <p>In music pupils will be:</p> <ul style="list-style-type: none"> • composing for a range of purposes

Activities	Curriculum Links
<p>Revolutionaries remembered: Why do we commemorate?</p>	<p>In Design and Technology pupils will be:</p> <ul style="list-style-type: none"> • designing, making and evaluating a functional, aesthetic and appealing product • communicating their ideas <p>In Art and Design pupils will be:</p> <ul style="list-style-type: none"> • producing creative work, exploring their ideas and recording their experiences • developing various techniques <p>In History pupils will be:</p> <ul style="list-style-type: none"> • understanding how people’s lives have shaped Britain • gaining historical perspective by placing their growing knowledge into different contexts • developing the appropriate use of historical terms <p>In English pupils will be:</p> <ul style="list-style-type: none"> • identifying the audience for and purpose of the writing, selecting the appropriate form • writing narratives

Legacy: Facing the consequences

After the revolution the Duke of Devonshire, who owned most of Pentrich, ordered the demolition of around one-third of the village. Families were shamed and thrown out of their homes to fend for themselves. The men had marched on Nottingham for an end to poverty, and nothing had changed. In fact, for many of the women and children left behind, things got desperately worse. They did not take part in the revolution but suffered alongside the men. Many were left destitute, with large families to feed, no job and no home. None of the men who were transported ever returned and their wives and children never saw them again.

Introductory activities

Pupils could:

Debate and discuss the following questions:

- What would you do if you were faced with a similar situation?
- Where would you go?
- What do you think the attitudes of people were towards the families of the revolutionaries at the time?
- If you lost your home today where could you go to get help?

Main Activities

In Art and Design

Pupils could:

- Look at the image on page 74 of the destruction of a home in Pentrich, painted by Les Herbert. This is entitled 'The spirit is not extinguished'. What do you think the artist means by this title? Discuss with a partner and say what you can see in the picture. What might be happening outside the frame?
- Paint/draw your own picture about the Revolution with the title 'The spirit is not extinguished.'
- Look at the image on page 75 painted by Karolyn Stephens. Entitled, 'Alone without their menfolk', it shows the desperate situation of one family. Imagine you are in the scene, say what you can see, hear, smell, touch and taste. Describe mood and emotion. You could make a note of this on a photocopied image of the artwork. Identify the characters and talk to them. What questions would you ask? What might they say in response?
- Paint/draw a different family and your own scene showing the desperate struggle faced by many of the families left behind.

In English - Writing

Pupils could:

Write a letter from a child to their father who has taken part in the revolution and has been arrested and sentenced. Describe what it is like for them, the hunger and shame they faced. You could also write a letter in reply from their father in gaol.

Pitchfork to placard: Protest today

Today, Britain is a democracy and most protests carried out are peaceful and legally, aimed at persuading the government to change its mind on a particular issue. The struggle for equality and justice still continues around the world and in Britain, and there are many protests taking place every day.

Introductory activities

Pupils could:

Debate and discuss the following questions:

- Do we have a right to protest?
- Has anyone here protested about a cause?
- Is it ever justifiable to use violence?
- ❖ Following the debate/discussion construct a balanced argument. Split the class into two - those 'for' the right to protest and those 'against'. Plan a speech that puts forward your point of view. Make notes, rehearse and deliver your speech to the class.
- ❖ Create a mind map of the ways in which people protest today. For example, petitions, letters, rallies and marches, songs, campaigns etc. Find specific examples of each.

Main Activities

In History

Pupils could:

Recreate the 1817 Pentrich Revolution as a modern day peaceful protest. Recap the causes of the event and use these to inspire the protest. Make banners, placards, posters. Create songs and chants, to express their discontent at working and living conditions in Britain in 1817. Act out the peaceful protest or march.

In English - Writing

Pupils could:

- Write a formal letter to a local MP or council calling for better working and living conditions for the people living in the area. Date the letter '9th June 1817' and write from the perspective of a person living at that time. Do extra research to find out more about conditions of local people.
- Hold a debate on a topical issue, one that affects you. This could be the abolition of SATs or school uniform for example. Your aim is to persuade others that your point of view is the right one.

In Music

Brandreth created a passionate protest chant with a punchy message to enthuse the men as they marched through the dark, wet and cold.

Pupils could:

- Learn the song and create a new verse in the same style.
- Compose a rhythmic percussion accompaniment.

“Every man his skill must try
He must turn out and not deny;
No bloody soldier must he dread,
He must turn out and fight for bread.
The time is come you plainly see
The government opposed must be.”

Revolutionaries remembered: Why do we commemorate?

When we commemorate an event or person we mark them out as special or extraordinary. Acts of commemoration commit events and people from the past to memory, and keep us connected to them. The Pentrich Revolution was an almost forgotten story to many, but through celebration and commemoration it is now remembered. In the 19th century Jeremiah Brandreth was considered to be a traitor and his family lived with the shame of what he had done. Now his story is commemorated and remembered with pride.

Introductory activities

Pupils could:

- Make a list of important dates in history. Put them in chronological order and discuss the following: Why are they important? Do we learn about these events in school or on television? Why are some events commemorated and others are not?
- Brainstorm how we commemorate or mark an anniversary? It may be through celebration, pageantry, or a party. Write a short description of the activities involved in celebrating someone's birthday and in celebrating life after they have died. Draw pictures of the objects/symbols involved. Birthday - cake, candles, cards, bunting, presents etc. Funeral - flowers, cards, candles, crosses, dove.

Main Activities

In English - Writing

There are many ways to commemorate a special event or person.

Pupils could:

- Plan an event to remember the 1817 Pentrich Revolution. This could be a parade, party, exhibition or fair. Make a list of things you will need and cost up your event. Create posters, leaflets or a newsletter to advertise it. Write invitations/emails/letters to local people and dignitaries to come along too.

In Art and Design

Symbols are often used to help us remember important events from the past. E.g. the poppy is a symbol of Remembrance Day, when we remember the sacrifices made by others in past wars.

Pupils could:

- Create a logo or symbol to commemorate the 1817 Pentrich Revolution.

In Design and Technology

Pupils could:

Imagine they have been commissioned to design and make a public memorial to commemorate the 1817 Pentrich Revolution. This could be in the form of a plaque, monument, plate or statue. It could also include an inscription, symbol or pattern. Once planned on paper set about making the memorial. This could be out of clay, mod-roc, plasticine etc.

In History

Pupils could:

Create a mini museum exhibition to commemorate and explain the 1817 Pentrich Revolution to visitors. Write labels for any objects, images or text used in the exhibit, to deepen visitors understanding of the causes, key events and consequences of the revolution. Create a tour guide for the museum and invite visitors to come along.

Key Vocabulary and Concepts

The words below could be used in a variety of ways. You could find the definitions, find a different meaning or sort the words into categories. You could cut them out, mix them up and match the word to the definition. (Definitions are from the Oxford Dictionary)

Agent Provocateur (*noun*)
(*from French*) A person who is employed by a government to encourage people in political groups to do something illegal so that they can be arrested.

Commemoration (*noun*) To commemorate is to remember a past event or person through an action or a sign.

Convicted (*verb*) Declared guilty of a criminal offence by the verdict of a jury or the decision of a judge in a court of law.

Capital Punishment (*noun*)
The legally authorised killing of someone as punishment for a crime.

Democracy (*Noun*) A system of government for the people, by the people.

Dragoon (*noun*) A member a cavalry regiment in the British army.

Executed (*verb*) A sentence of death on a legally condemned person.

Habeus Corpus (*noun from Latin*) A law requiring a person under arrest to be brought before a judge or into court.

Imprisoned (*adjective*) To be kept in prison.

Insurgent (*noun*) A person fighting against a government or invading force; a rebel or revolutionary.

Insurrection (*noun*) A violent uprising against an authority or government.

Jury (*noun*) A group of 12 people who have listened to the evidence at a trial and then declare whether the accused person is guilty or not.

Luddite (*noun*) An English worker who destroyed machinery, especially in cotton and woollen mills, which they believed was threatening their jobs (1811–16).

Mob (*noun*) An unruly and dangerous crowd.

Pardon (*noun*) A cancellation of the legal consequences of an offence or conviction.

Protest (*noun*) An objection, something you do or say to show that you do not approve.

Radical (*noun*) A person who advocates thorough or complete political or social change, or a member of a political party or section of a party pursuing such aims.

Rebel (*noun*) A person who rises in opposition or armed resistance against an established government or leader.

Rebellion (*noun*) An act of armed resistance to an established government or leader.

Reform (*verb*) Make changes to a system so as to improve it.

Revolution (*noun*) A rebellion which overthrows the government.

Sentence (*noun*) The punishment given to a person found guilty by a court for a particular offence.

Spy (*noun*) A person who tries to discover secret information.

Trade Union (*noun*) An organisation formed to protect and further the rights and interests of workers.

Transported (*verb*) To send a convict abroad to a penal colony.

Treason (*noun*) The crime of betraying your country, especially by attempting to kill or overthrow the Queen/King or government.

Trial (*noun*) A examination of evidence by a judge, before a jury, in order to decide guilt.

Uprising (*noun*) An act of resistance or rebellion; a revolt.

Verdict (*noun*) A decision on an issue of fact in a civil or criminal case or an inquest.

The March to Nottingham

9. The march began on the 9th June 1817 from Hunt's Barn in South Wingfield. Around 50 men set off through Wingfield Park looking for arms and more men to join them.

2. One group was led by Jeremiah Brandreth, Isaac Ludlum and William Turner, the other group was led by George Weightman and Edward Turner.

3. Jeremiah Brandreth's group arrived at Mary Hepworths' home just after midnight. She refused to let them in and a window was smashed and a shot was fired. Robert Walters, Mary Hepworths' servant, was shot in the shoulder as he went to tie his boots. He later died from his wounds.

4. Men from the surrounding villages including Alfretton and Swanwick continued to join the march. Along the route from Fritchley to Codnor the revolutionaries visited houses that were known to have guns and other arms.

5. When the revolutionaries arrived at Butterley Ironworks they were confronted by the manager, George Goodwin, and his special constables. The revolutionaries demanded arms and men, but George Goodwin refused. They left empty handed and he sent a messenger to Derby warning of the uprising.

6. Men continued to knock at doors demanding weapons and pressing men to join them. There was some resistance and at George Turner's house, his sons William and Robert, and their cousin Charles Walters, tried to hide from the revolutionaries. They were found and forced to join, threatened with being shot if they did not.

7. The rebels marched through Ripley and arrived at Codnor. They stopped at several pubs including the 'Glass House' for refreshment, and refused to pay for the beer they had drunk. Brandreth said, "A Bank of England Bill will be of no use now."

8. George Weightman had rode on ahead to Nottingham earlier and now rejoined the men at Langley Bridge. He returned with a message to, "Push on lads - they are all safe at Nottingham, the town's taken and the soldiers dare not come out of the barracks." No-one knows why this message was given, as the soldiers were waiting to ambush the revolutionaries.

9. The men continued on their journey into a well-laid trap at Giltbrook.

10. The revolutionaries marched up the hill to Eastwood. The numbers were fewer as many had deserted. Once in Eastwood they stopped at the Sun Inn. Mrs Godber, the landlady, begged Isaac Ludlum to leave the march and hide in her cellar. He replied, "No. Many of these starving men are out because I am here. It is too late to return, I must and will go on."

11. The men arrived at the Tanyard in Giltbrook and were confronted with 20 Dragoons and constables. 40 men were caught that morning and others captured over the coming weeks. The Pentrich Revolution was over.

(Please note these pages are designed with the idea of cutting out each event to be jumbled and put in the correct sequence order. Numbers may be removed or designed in a way that they are easy to avoid when cutting.)

The sentences imposed on the revolutionaries.

TO BE EXECUTED

Jeremiah Brandreth, 31 - **To be hanged, drawn and beheaded**

Isaac Ludlam, 52 - **To be hanged, drawn and beheaded**

William Turner, 46 - **To be hanged, drawn and beheaded**

TO BE TRANSPORTED FOR LIFE

Thomas Bacon, 64, FWK, Pentrich.

John Bacon, 54, FWK, Pentrich.

George Brassington, 33, Miner, Pentrich.

German Buxton, 31, Miner, Alfreton.

John Hill, 29, FWK, South Wingfield.

Samuel Hunt, 24, Farmer, South Wingfield.

John Mackesswick, 37, FWK, Heanor.

John Onions, 49, Iron Worker, Pentrich.

Edward Turner, 34, Stonemason, South Wingfield.

Joseph "Manchester" Turner, 19, Clerk, South Wingfield.

George Weightman, 26, Sawyer, Pentrich.

TRANSPORTED FOR 14 YEARS

Thomas Bettison, Miner, Alfreton.

Josiah Godber, 54, Labourer, Pentrich.

Joseph Rawson, 31, FWK, Alfreton.

TO BE JAILED – 2 YEARS HARD LABOUR

John Moore, 49, Shoemaker, Pentrich

TO BE JAILED – 1 YEAR HARD LABOUR

Edward Moore, 27, Shoemaker, Pentrich

William Weightman, 27, Labourer, Pentrich

TO BE JAILED – 6 MONTHS HARD LABOUR

Francis Grooby, 23,

Joseph Hall, 24,

William Hardwick, 24, Collier, Pentrich

Joseph Harris, 23,

Daniel Hunt, 28, Farm Labourer, South Wingfield

Nathaniel Jennings, 22, FWK, South Wingfield

George Jepson, 24,

Alexander Johnson, 24, Labourer, Pentrich

Isaac Moore, 40,

Robert Moore, 22,

Benjamin Onions, 30, Iron Worker, Butterley

Francis Rawson, 24,

George Rhodes,

Edward Robinson, 21,

James Robinson, 34,

Charles Swaine, 33, FWK, South Wingfield

Thomas Turner, 22, FWK, South Wingfield

FWK = Framework Knitter

**The Pentrich Revolution
Causes and Consequences grid**

The Napoleonic Wars

This led to....

which led to....

The Tambora Volcanic Erup-tion

This led to.....

which led to.....

The need for Political Reform

This led to.....

which led to.....

Industrial Revolution

This led to.....

which led to.....

Profile Page

Name: Jeremiah Brandreth

Also known as: The Nottingham Captain

Born: London 1784.

Baptised: The Church of St Andrews, Holborn, 26th June 1784.

Lived: Sutton in Ashfield, Nottinghamshire.

Died: 7th November 1817. Executed for High Treason at Nun's Green in Derby. Hung and beheaded.

Family: He married Ann Bridget on the 29th September 1811. They had three children; Elizabeth, Timothy and Mary.

Before the revolution: When Brandreth was a baby his family moved to Barnstaple in Devon. At the age of 13 they moved to Exeter and set up a framework knitting business on Maudlin Street. In 1803 when he was 18 he joined the British Army as a reservist in the 28th Regiment of Foot in Wellington's Army. He deserted five years later. In 1809 his mother died and in 1811 his father died. It is believed that Brandreth was involved in a Luddite raid in 1811 when a fellow Luddite was shot dead.

Job: Framework Knitter.

Physical description: Strong features. Short, with a yellowish complexion.

Character: A leader who was determined, courageous, firm and capable of great things. He conducted himself extremely well during his trial.

Role in the revolution

Brandreth led the march. He held a final meeting at The White Horse in Pentrich, where he



Jeremiah Brandreth as he looked at his trial. 16th October 1817.

told his fellow conspirators "they would receive 100 guineas, bread, meat and ale" and would overthrow the government and put an end to "poverty forever".

During the march to Nottingham it is believed that Brandreth accidentally shot a servant when trying to gain entry to Mary Hepworth's house. He was not tried for this crime. He was ambushed alongside the other revolutionaries by soldiers at Giltbrook in Nottinghamshire. He escaped and tried twice to stow away on ships to the United States. He was eventually captured and arrested on 20th July 1817 and was sent to Derby to face trial.

In his own words: During the march Brandreth led the men in song.

*"Every man his skill must try
He must turn out and not deny;
No bloody soldier must he dread,
He must turn out and fight for bread.
The time is come you plainly see
The government opposed must be."*

Profile Page

Name: Isaac Ludlam

Also known as: The Elder

Born: 1765

Lived: South Wingfield

Died: 7th November 1817. Executed for high treason at Nun's Green in Derby. Hung and beheaded.

Family: He married Fanny Wheatcroft in 1793. They had 12 children.

Before the revolution: He had been a farmer but had found it hard to make a living. In the churchyard of All Saints in South Wingfield the grave of six of Isaac Ludlum's children can be found. They all died young.

Job: Stonegetter and Methodist Lay Preacher.

Physical description: A large and dominating size.

Role in the revolution: He was given the role of 'back marker' because of his size. He had to make sure all the revolutionaries stayed together and did not desert. His sons and others were responsible for making up to forty pikes and hiding them in his quarry near Hunt's Barn in Wingfield Park before the revolution.

In his own words: Mrs Godber, the landlady at the Sun Inn in Eastwood, Nottinghamshire begged Ludlum to leave the march and hide in her cellar. He replied:

"No. Many of these starving men are out because I am here. It is too late to return. I must and will go on."



Profile Page

Name: Thomas Bacon

Also known as: Old Tommy

Lived: Pentrich

Died: 1831

Before the revolution: He had been a political activist for many years in the early 19th century and was also a delegate for both Derbyshire and Nottinghamshire. He travelled to London for meetings in the push for political reform.

Job: Framework Knitter

Physical description: He was silver-haired of middle height. He had a yellow-complexioned face pitted with pock marks.

Character: He expressed radical views even after he was imprisoned and transported. He was able to read and would read news to others in Pentrich.

Role in the revolution: He was a central figure in planning the Pentrich Revolution. But at the age of 64 he was thought to be too old to lead it. At the time of the Pentrich Revolution he was an unemployed framework knitter. He was suspected of breaking machinery so it is believed that there was a warrant for his arrest. He went into hiding on June 7th or 8th 1817. Later he was arrested, imprisoned and brought to trial in Derby with the others. He pleaded guilty and was one of the fourteen men transported to Australia for life.

In his own words: After the verdicts Thomas said:

“It was never known in England before that labouring men were tried for High treason yea men who can scarce tell a letter in the alphabet”

Profile Page

Name: William Turner

Born: 1771

Died: 7th November 1817. Executed for High Treason at Nun's Green in Derby. Hung and beheaded.

Before the revolution: Turner was an ex-soldier who had served in Holland and Egypt in the Napoleonic wars. He built a house in South Wingfield where he cared for his elderly parents. The house still stands in the village today.



Job: Stonemason

Role in the revolution: He was appointed as second in command to Brandreth and led one of the groups on the march. He was captured with his brother Edward on 10th June 1817.

In his own words: His last words before his execution.

"This is the work of the government and Oliver!"

Profile Page

Name: George Weightman

Born: 1791 in Pentrich.

Lived: Pentrich

Died: 1865. He was the last survivor of those transported. There is a memorial to him, near where he lived in Kiama, New South Wales, Australia. It commemorates his role in the rising.



A plaque in Australia to commemorate George Weightman, described as a 'prisoner of conscience'

Family: He was the son of Nancy Weightman and the nephew of Thomas Bacon. He married Rebecca around 1812 and had three children.

Job: Sawyer

Role in the revolution: George was 26 at the time of the revolution. He was given the important role of leading one of the groups during the march. He also rode ahead towards Nottingham to bring back news of whether men were ready to join the revolt. His message that Nottingham had risen and that 'soldiers would not stir from their barracks' was not true and it led to the revolutionaries meeting their end at Giltbrook.

When the marchers arrived at The Sun Inn in Eastwood he was given the task of fetching a surgeon to Charles Walters who had been shot in the leg accidentally by one of the other revolutionaries. At this point Weightman wanted to leave the march but carried on through the rain. He evaded capture for five weeks before being arrested.

He was found guilty of high treason and he was sentenced to be hanged and beheaded. However, two days after the executions of Brandreth, Turner and Ludlam his sentence was changed to transportation. He was transported to Australia arriving there in October 1818. He was pardoned in 1835 but did not return to Britain.

Profile Page

Name : William J. Oliver

Also known as: Oliver the Spy

Born: Shropshire

Died: 2nd February 1827

Family: He married Harriet Dear and they had one son.

Job: A police informer, spy and supposed 'agent provocateur'.

Description: "A person of genteel appearance and good address, nearly six feet high, of erect figure, light hair, red and rather large whiskers, and a full face, a little pitted with the small-pox. His usual dress was a light fashionable coloured brown coat,

black waistcoat, dark-blue mixture pantaloons, and Wellington boots." A description printed in an article in the Leeds Mercury, 14 June 1817.

Before the revolution: Oliver was active in London infiltrating reform groups and befriending well known radicals. On the 28th March William Oliver requested an interview with Lord Sidmouth. It is thought that this was where the plot to foil the Pentrich Revolution was discussed. He visited Derby, Nottingham and local villages from May 25th – 28th 1817.

Role in the revolution: Unknown to local people Oliver, was a government spy and was reporting back to the government all that went on. By May 1817 meetings in the North were being broken up and ringleaders imprisoned, but Oliver persuaded local Derbyshire men that the rising was to go ahead and incited them to rise. By doing so, his role as an 'agent provocateur' working on behalf of the government came into play.



Profile Page

Name: Nanny Weightman

Also known as: Nancy Weightman

Born: She was born Nanny Bacon in Pentrich in 1762. **Baptised:** 18th April 1762.

Lived: Pentrich.

Family: She was the sister of Thomas Bacon, one of the revolutionaries. She married William Weightman on the 21st April 1783 in Pentrich. It is thought she had eight children including George Weightman.

Job: Owner and landlady of The White Horse Inn in Pentrich.

Role in the revolution: On Sunday 8th June Nanny Weightman's Inn was the location a meeting when Jeremiah Brandreth called upon local men to join the revolution.

Following the revolution she was convicted of allowing meetings to take place at the Inn. She lost her licence to sell ale and her pub was demolished immediately after.

Profile Page

Name: Mary Hepworth **Also known as:** Widow Hepworth

Born: She was born Mary Cooke on the 9th February 1760.

Died: Aged 68 in 1828 and is buried in South Wingfield alongside her parents Frances and Hannah Cooke.

Family: She married Joseph Hepworth and they had eight children; Anne, Francis, Hannah, Elizabeth, William, Maria, Frederick and Amath.

Role in the revolution: The revolutionaries arrived at her home shortly after midnight on the night of the revolution. They banged on her door but she refused to open it.

Sources of historical evidence

Source 1 -What happened at Jeremiah Brandreth's execution?



A gruesome description.

'The body of Brandreth was then cut down, the cap removed from the head, and in laying the corpse on the bench or block, which was fixed with the head towards the multitude, the chin caught on the cog, which turned up his face and made it appear as though his eyes, which were wide open, were fixed upon the people. The impression made on the minds of those just before the body, was such as will never be obliterated. – His aspect was horribly terrific. The body however, was soon fixed, and the neck, having been pressed close to the block, at twenty-five minutes after one the executioner struck the blow. The head was not at once detached from the body, and the blow appeared feebler to the populace than it really was, and a groan of disapprobation was the consequence. The assistant, however, with one of the knives, instantly completed what had not been done by the axe.

The hangman seizing it by the hair, held up the ghastly countenance of the Nottingham Captain... He proceeded with it to the left, to the right, and to the

front of the scaffold... exclaiming at each place, "BEHOLD THE HEAD OF THE TRAITOR JEREMIAH BRANDRETH"

Source 2 - Gruesome reminders

A porcelain 'toilet pot' decorated with the gruesome image of the severed head of Jeremiah Brandreth.



Source 3

The execution block

The wooden execution block used to behead the revolutionary ringleaders following their hanging at Derby Gaol.



Source 4

Who was Jeremiah Brandreth?

Excerpt from Sir Henry Fitzherbert's notebook. A juror at the trial.

'A general insurrection was to have burst forth in June, but several of the delegates were secured near Sheffield, and the others escaping warned their towns, and neighbourhoods from breaking out at that time; no notice however was given to the disaffected part of our County, namely the Hundred of Scarsdale, and that part of the County from Alfreton to Butterley, and Nottingham; they alone were bravely faithful to their oaths, and wicked purposes; for they commenced the rebellion precisely at the time appointed, headed by the noted Jeremiah Brandreth. They took the way to Nottingham, but before they reached it, they were opposed by the troops, who took several of them, and dispersed the rest, though twice attempted to be rallied in front of the dragoons by their brave leader J. Brandreth, who was taken at Nottingham some time afterwards. A special commission was issued to try the rebels at Derby in October, and four of the judges attended. Jerry Brandreth, & three others were hanged & beheaded at Derby; several others were convicted, & several pleaded guilty, who were transported. J. Brandreth was a man of the most undaunted courage and firmness, and possessed every talent and qualification for high enterprise. He had been a framework knitter, & latterly a sailor. He was 28 years old, of short stature, & very dark, with a very strong expression of countenance. He conducted himself extremely well upon his trial. The other prisoners were common characters. Thus closed this most interesting year.'

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Copy of a Letter,

WRITTEN BY
JEREMIAH BRANDRETH,
(Recently Tried and Convicted at Derby for High Treason,)
To his WIFE, at Sutton-in-Ashfield.

DERBY GAOL, Oct. 18, 1817.

My dearly beloved Wife,


AT last I thought it my duty to write a few lines to you, which I am sure will affect you very much, to inform you of my dreadful situation; but I hope God will be your friend---and if you will by prayer and supplication appeal to God, you will undoubtedly find great consolation and relief for your distress, and as a husband and father let me intreat you, that you will act a motherly part to the poor fatherless children, and bring them up in the fear of God, which is my most sincere desire, and likewise conduct yourself in an undeniable manner, as an example to the children to the love and fear of God, in the faith of Jesus Christ so that you may never depart from that faith in Christ; and I wish for the convincing of all the souls in the house, that they may be present at the arrival of this, and that we may all meet in heaven, where trouble ceases, and all is joy and glory!---And I pray to God may this fatal stroke be joy to all that belong to me instead of sorrow. Oh! that I may be the cause of their holy salvation---may I penetrate each wounded heart, so as to be their sole conversion to God. My dear wife you may suppose my feelings are not easily to be described. At this time the sentence is not passed; but I am found guilty by the Jury this day. My dear Wife it would give me great consolation if I could see you before I depart from this life but my dear, if you are pregnant, I would have you advise with our poor distressed mother-in-law, whether it would be proper or not; and if she thinks it would not be of serious consequence, I should be very glad; but let it be well considered before you come to me, and if you do not come, let your father (if he thinks it would not be more than he can bear, as I know he is of a very timorous turn;) but if neither comes, I shall write again, if God permit me.-----So, my beloved wife, hope you will excuse my short letter at this time. You may inform all Friends that God gave me great fortitude to bear up my spirits on trial.---So I hope the blessings of God will be with you all, and most especially with you and our poor little babes.---So I conclude,

Your most affectionate Husband,

Jeremiah Brandreth

For Ann Brandreth, George Bridget's,
Bedlam-court, Sutton-in-Ashfield.

Hodson, Printer, Nottingham.



A letter from Jeremiah Brandreth to his wife Ann. Published in a newspaper.

An excerpt

My dearly beloved Wife

At last I thought it my duty to write a few lines to you, which I am sure will affect you very much, to inform you of my dreadful situation; but I hope God will be your friend ...and if you will prayer to God, you will undoubtedly find great consolation and relief for your distress, and as a husband and father let me intreat you, that you will act a motherly part to the poor fatherless children, and bring them up in the fear of God, which is my most sincere desire. I prayer that we will all meet in heaven, where trouble ceases and all is joy and glory!

My dear you may suppose my feelings are not easily to be described. At this time the sentence is not passed; but I am found guilty by the jury this day.

My dear wife it would give me great consolation if I could see you before I depart from this life, but my dear if you are pregnant, I would have you advise with our poor distressed mother-in-law, whether it would be proper or not; and if she thinks it would not be of serious consequence, I should be very glad; but let it be well considered before you come to me, and if you do not come, let your father (if he thinks it would not be more than he could bear). But if neither comes I shall write again if God permit me...So my beloved wife I hope you will excuse my short letter at this time. You may inform all friends that God gave me great fortitude to bear up my spirits on trial...So I hope the blessings of God will be with you all, and most especially with you and our poor little babes...So I conclude,

Your most affectionate husband

Jeremiah Brandreth

Source 6 - A hand-coloured etching of Jeremiah Brandreth, the Nottingham captain.
A correct likeness, published in 24 October 1817.



Source 7 – A letter from Josiah Godber - August 21st 1820

My Dearest Wife

I once more sit me down to write a few lines to you hoping they will find you my dearest wife in good health as they leave me at present. I thank God for it. I begin with very bad heart as I have written two letters and have received no answer, one by the ship Shipley one by the ship Surrey. I hardly know how to begin to write as I should like you to know how we are situated. I wrote in my former letters how we were fixed but if you have not received them, I must give you a little of the country we live in but I shall be more brief this time. As I have said before, my dear wife, what would I give to hear from you. They say that absence and length of time will wear the thoughts of one another from our minds, but my dear wife, if I could but once more enjoy your company, all the powers on earth should not part us. Oh my dear, to think that we have lived together so many years and then torn asunder at last. It almost distracts me when I think of it my dear.

I must let you know a little of how I am situated. I am very well off for a prisoner, a government man to one Master Dickson a merchant and miller who hath a large mill which goes by a steam engine. I dress flour for him and have done ever since I came. My allowance is seven pounds of flour and seven pounds of beef or pork and seven shillings that is my weeks allowance and a very good one for a prisoner. I have my lodgings and clothes to find out of it, but I have, I think, as good lodgings as any in the town. These are with a man and wife who both came out here with master Dickson. He is his head carpenter. They take my mess and I live with them and they charge me nothing for my lodgings. I am as comfortable as possible in my situation but my dear I could like to have you with me and I should be happy.

My dear I must give you a little of the country we live in. The "Town" I should say for Sydney is a very large town concerning the length of time since it was first inhabited by the English. It stands very pleasantly situated about seven miles from the main ocean up the river with two branches of the river. The river branches run each side the town, so deep that ships of the largest burden can sail right up to the town side. The town is formed of streets and squares. The Governors house and Park, his Secretary, the Judge, some merchant's houses and the Sydney bank form one square Called Macquare Square. There is Sharlot Square. There a Church stands in it called "Saint Philip Church" market Square. The Streets are all very open and run in a direct line from north to south, the cross streets from east to west. They run in a direct line both ways.

We have races at Sydney. They begin about the Prince Regent's birthday they are at Hyde Park which lies close to the town side. There are several good institutions in Sydney.

There is the Male Orphans School and the Female Orphans School. There is the Benevolent Society and Bible Society. There is a very large house building for the reception of old men and cripples. There is a very large house building for a free school all of cut stone. There are two very large churches, one in King Street and one in George Street. There is very large General Hospital in Macquare Street and a very fine Methodist Chapel in the same street. There is another in Prince Street. There is a very large soldier's barracks square a mile round which will contain two thousand soldiers. The soldier's hospital is a very large fine building. I shall leave off with the town until I hope to see you here.

You must try to get a passage. If you cannot, I must try, as George Weightman has just got a grant for his to come by applying to the Principal Superintendent and they will send for her as a free passenger. So my dear I do not quite despair of having you with me here. If I cannot get you, I must resign myself up to him who is able to do all things and pray for your health and happiness 'till my time is up, and then if it please God to spare my life, I will return to you. So my dearest wife I hope you will arm yourself with fortitude and resignation. Pray to Him who is able to see all things and I hope will at last restore us to one another. Oh that we may live the remainder of our days in comfort and happiness to one another. So my dear wife I must conclude. Give my love To my sister Milley and her husband and to their little children, brother Robert and his wife and children, to my sister Mary and her husband. Give best respects to my old master Fletcher and young master, to Thomas Moore and his wife, to old Jacob Millington, Thomas Brassington and Dolley George. Brassington sends his love to you and to all my brothers and sisters and desire you will remember him to his old masters Fletcher and to all inquiring friends. My Dear, I desire you will write to me immediately and direct for Josiah Godber.

So no more at present

From your ever loving husband

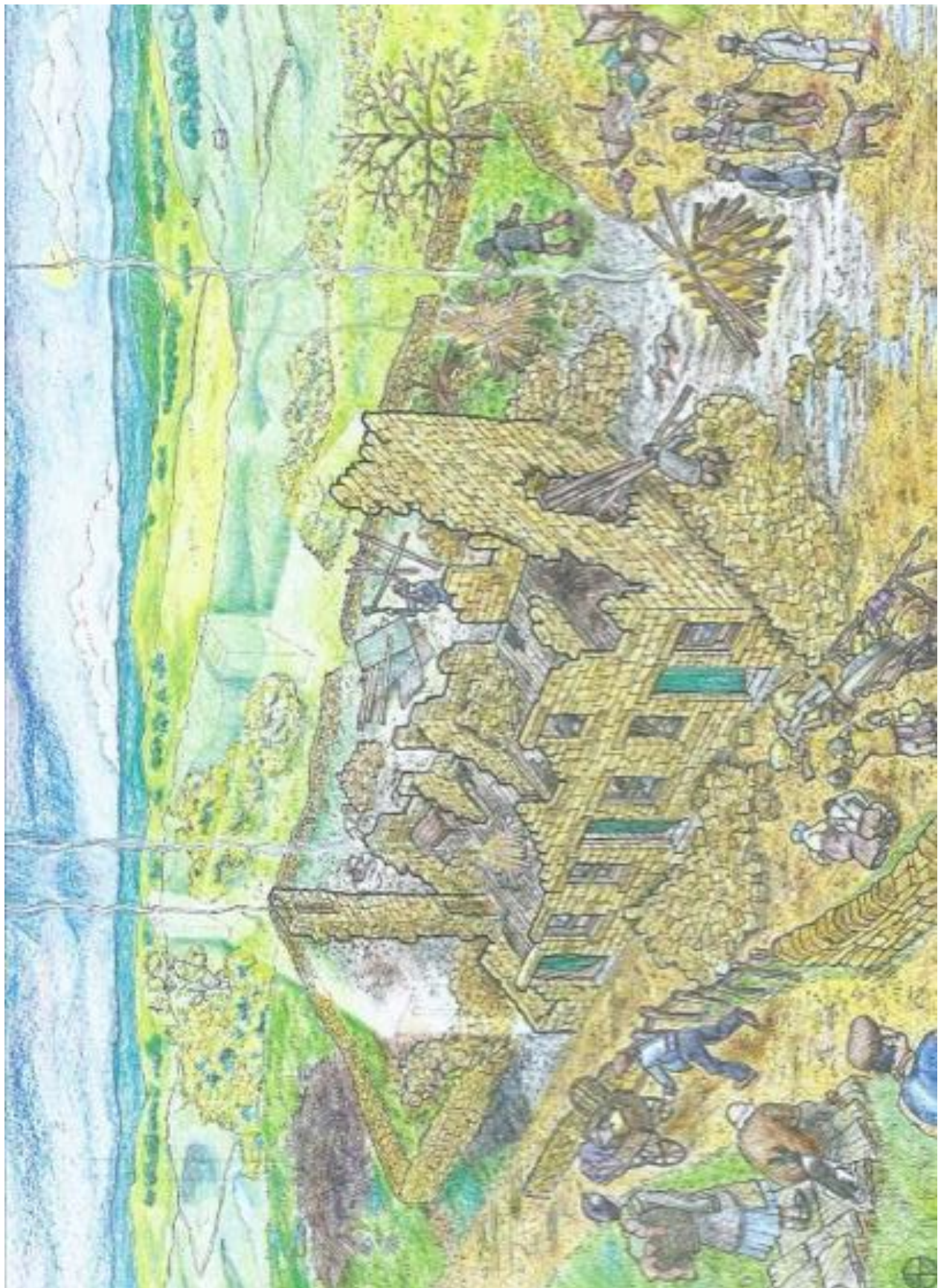
Josiah Godber

Source 8 - All men know to have taken part in The Pentrich Revolution.

James Adams	A Bromley (Bramley)	Sampson Fletcher	John Lomas
Henry Alkin (Atkins)	R Bromley (Bramley)	Samuel Fletcher	Thomas Lomas
John Alkin (Atkins)	Henry Brown	Daniel Flint	Isaac Ludlam
Joseph Alkin (Atkins)	John Brown	William Flint	Isaac Ludlam jnr
George Alton	Samuel Brown	Amos French	Samuel Ludlam
Thomas Alton	Thomas Brown	George Frost	William Ludlam
William Alton	William Brown	Thomas Gaunt	John MacKesswick
George Anthony	George Bryan	Josiah Godber	Timothy Mantle
James Anthony	William Bryan	Robert Godber	William Marriott
William Anthony	W Bryan	Thomas Goose	Anthony Martin
George Argyle	George Burrows	John Graham	Thomas Masland
John Atkins	George Burton	Isaac Gregory	Benjamin Massey
George Bacon	German Buxton	Francis Grooby	Daniel Massey
George Bacon	James Cartledge	Joseph Hale	Joseph Massey
Jeremiah Bacon	Isaac Cartledge	Edward Hall	Joseph Massey
John Bacon	John Carter	Edward Hall Jnr	Edward Moore
Miles Bacon	J Clarke	Elijah Hall	Isaac Moore
Nancy Bacon	Henry Clarke	Elijah Hall Jnr	John Moore
Thomas Bacon	Thomas Clark	John Hall	John Moore
Amos Ball	Thomas Clark	Joseph Hall	Robert Moore
William Barker	Edmund Cocker	Thomas Hall	Thomas Moore
James Barnes	James Collier	William Hall	Nelson
Samuel Barratt	John Cope	John Handford	Olive
Henry Bestwick	William Cope	James Hardwick	Benjamin Onions
Robert Bestwick	Peter Coupe	Samuel Hardwick	John Onions snr
Samuel Bestwick	Coupe	William Hardwick	John Onions jnr
Francis Bettison	George Crabtree	Thomas Hardy	Joseph Onions
Thomas Bettison	J Cresswell	William Hardy	Michael Onions
Jesse Birkamshaw	Thomas Cresswell	Joseph Harris	Thomas Onions
Samuel Blount	James Daykin	Edward Haslam	Andrew Palmer
William Blount	John Dexter	William Haslam	John Peach
William Blount	Thomas Drake	W Hepworth	Thomas Peach
John Boler (Bowler)	Anthony Elliott	James Hill	William Peach
John Bonsall	David Elliott	John Hill	William Price
Armand Booth	George Elliott	Henry Hole	William Radford
Charles Booth	Henry Elliott	John Holmes	Francis Rawson
George Booth	John Elliott	James Hopkinson	George Rawson
James Booth	Jonathan Elliott	John Horsley	Joseph Rawson
John Booth	Thomas Elliott	John Howitt	Samuel Rawson
Richard Booth	William Elliott	Daniel Hunt	Thomas Rawson
William Booth	John Ellis	Samuel Hunt	William Rawson
Richard Bowes	Anthony Else	John Hughes	John Raynor
John Bradley	Gilbert Endsor	Abraham James	John Revill
George Bramley	John Endsor	Joseph James	George Rhodes
James Bramley	Joseph Endsor	Samuel James	Edward Richards
Richard Bramley	Matthew Endsor	Nathaniel Jennings	Joseph Richards
William Bramley	Thomas Endsor	Thomas Jennings	Edward Robinson
Jeremiah Brandreth	Thomas Endsor	William Jennings	James Robinson
George Brassington	William Endsor	George Jepson	Joseph Robinson
Thomas Brassington	T Erswell	Alexander Johnson	James Saint
George Breedon	Thomas Fidler	Thomas Kirkham	Henry Sampson
Samuel Briddon	Edward Fletcher	Samuel Levers	Joseph Savage
Thomas Briddon	Edward Fletcher	William Lilley	Richard Sawyer
Edward Briggs	Jesse Fletcher	Lister	John Sellers
Robert Briggs	John Fletcher	I Lomas	Samuel Sellers

William Sharpe	Jeremiah Walters		
James Shill	Job Walters		
James Shipman	Robert Walters		
Luke Shipman	Nathaniel Walters		
William Shipman	Samuel Walters		
Joseph Slack	Samuel Walters		
William Smith	Tristram Walters		
William Smith	William Walters		
John Spencer	Charles Waters		
D W Stafford	Joel Waters		
Anthony Stanley	John Waters		
John Stanley	William Waters		
Thomas Stapleton	George Weightman		
Thomas Steer	James Weightman		
William Stevens	Joseph Weightman		
John Stone	Joseph Weightman		
Samuel Sutton	Nancy Weightman		
Charles Swaine	Thomas Weightman		
Joseph Swaine	William Weightman		
Benjamin Taylor	William Wheatcroft		
Henry Taylor	Wheatcroft		
James Taylor	F White		
John Taylor	Edward White		
Joseph Taylor	Obediah Wigley		
Laban Taylor	John Wild		
Samuel Taylor	John Wildgoose		
Job Thompson	I Wilkinson		
Benjamin Topham	Joseph Wilkinson		
Joseph Thorpe	Josiah Wilkinson		
Stephen Tissington	William Wilkinson		
Benjamin Topham	William Williams		
John Topham	John Wilson		
Joseph Topham	J Wood		
William Topham	Roger Wragg		
Edward Turner	John Wright		
James Turner	Thomas Wright		
Joseph Turner	John Wyld		
Joseph Turner	William Young		
Robert Turner			
Robert Turner			
Samuel Turner			
Thomas Turner			
William Turner			
William Turner			
Joseph Turton			
Benjamin Unwin			
John Unwin			
William Waine			
George Walker			
Isaac Walker			
Jeremiah Walker			
John Walker			
William Walker			
Charles Walters			
Charles Walters			
Enoch Walters			

'The spirit is not extinguished' Painted by Les Herbert



Alone without their menfolk painted by Karolyn Stephens.



Useful list of websites and places to visit to support your project

Websites

The **National Archive** has a selection of classroom resources relating to many of the themes in this resource including: crime and punishment, transportation, the 19th century, reform, revolution and protest. They also have a range of documents relating to the Pentrich Revolution itself. www.nationalarchives.gov.uk/education/sessions-and-resources

The **BBC Schools** website has a range of resources to help pupils engage with a historical enquiry including tips on how to research effectively and use historical sources of evidence.

Visits

If you are planning to visit Pentrich or South Wingfield as part of your study you may wish to walk part of the route. All of the Pentrich Revolution Walks can be found on our website and walks leaflets are also available. During your walk please follow the Countryside Code and consider the impact your visit will have the environment around you. For further information please visit: www.countrysideaccess.gov.uk.

The **National Justice Museum**, is based at Nottingham's historic courthouse and County Gaol. It has a range of educational workshops linked to a range of themes, including: crime and punishment through time, prison history, prison reform, transportation and capital punishment. www.nationaljusticemuseum.org.uk

The **Peoples History Museum** in Manchester is the national museum of democracy. Their aim is to engage, inspire and inform diverse audiences by showing 'there have always been ideas worth fighting for'. Visit the museum and join a march through time following the development of democracy in Britain over two centuries. www.phm.org.uk

The **Peace Museum** in Bradford, explores the history and the often untold stories of peace, peacemakers, social reform and peace movements. www.peacemuseum.org.uk

The **Framework Knitters Museum** in Ruddington, Nottingham is a unique surviving example of a 19th century framework knitters' yard. You will find the working and living conditions of this important, contentious and dangerous industry preserved to experience

and explore. www.frameworkknittersmuseum.org.uk

Cromford Mills is the home of Sir Richard Arkwright's first mill complex and birthplace of the modern factory system. Today it hosts a variety of visitor attractions, shops, cafes, exhibitions, guided tours and galleries. Their learning resources are packed with information about the Industrial Revolution and the lives of workers and the impact of the mills. www.cromfordmills.org.uk

Pickford's House museum in Derby illustrates aspects of domestic life from the 18th to the 20th centuries. It is located on Friar Gate, the street where the revolutionaries were executed and where you will find St. Werburgh's Churchyard the place where they were buried. www.derbymuseums.org/locations/pickfords-house

The Pentrich and South Wingfield Revolution Group is not responsible for the content of external websites.

List of publications

This is a short list for further reading, there is a fuller list on our website.

All publications are available from the Pentrich and South Wingfield Revolution Group (see website for prices) and copies are also held in some Derbyshire libraries.

England's Last Revolution – John Stevens

Oliver the Spy – Michael Parkin

Transported for Treason – Ralph Hawkins

Rebel's Way – Gwyneth Francis (a story for young people)

Nottingham and the Pentrich Revolution of 1817 - Roger Tanner

Bravery and Deception: The Pentrich Revolt of 1817 – Julian Atkinson

The Pentrich Revolution Bicentenary walks

See 'The Black Spider letters' on our website.