

# PEOPLE AND COMMUNITIES IN PEMBROKESHIRE

## SUPPORT MATERIALS

If you need further support on specific aspects of outdoor learning these materials can enhance the engaging experiences you are providing. They can support you as you design, plan and implement your curriculum. Outdoor learning is a great way to develop learners' integral skills (creativity and innovation, critical thinking and problem-solving, personal effectiveness, planning and organising). You will want to focus on why learning matters and ensure you are meeting your learners' needs.

These materials show a path that could be taken through the activity. This is not meant to be prescriptive. You should adapt your approach depending on your learners' needs and interests and your local area.

### OVERVIEW

Learners find out about the Landsker line, consider asylum seekers and possible biases. They explore the village of Angle and its history, visiting Angle and carrying out research. Learners produce a digital scrapbook to showcase the history of one of the buildings in Angle. Then, they learn about famous Pembrokeshire pirates before considering the Battle of Fishguard and Jemima Nicholas' legendary role. They consider a funny poem about Jemima Nicholas before exploring famous Welsh women so they can write their own funny poem.

### CURRICULUM FOR WALES

#### Areas explored:

- Expressive Arts
- Health and Well-being
- Humanities
- Languages, Literacy and Communication

Activity also incorporates aspects of cross-curricular skills outlined in the LNF and DCF.

## RESOURCES



Internet enabled device and internet access.

Access to [Find out what every symbol means on an OS Explorer map - OS GetOutside](#).

Means of taking photographs, e.g. smart phones, tablets, cameras.

water samples – small clean plastic bottles.

Access to digital scrapbooking apps, e.g. [Canva](#), [Paper by WeTransfer](#), [SCRL: Photo Collage Maker](#).

## DOING THE ACTIVITY



- Most tasks require learners to work in pairs or groups.
- Encourage learners to share their ideas, and through open questioning, explain and justify their ideas when possible. Focus questions have been suggested to guide learners through the tasks.
- When taking learners outdoors, it is essential that the [Countryside Code](#) is adhered to and any relevant risk assessments have been carried out with risks mitigated.

### TASK 1

## LOVE THY NEIGHBOUR

Explain to learners that this task should help them to understand more about asylum seekers and possible biases. It would be wise not to mention the Landsker line and language differences in areas of Pembrokeshire until after screen 3.

### Screen 3

Invite learners to interrogate the image, using the questions posed.

### Screen 4

Explain to learners that the red line on the map on the previous screen shows a language boundary where Welsh is more commonly spoken to the north. This boundary is known as the Landsker Line. South of the Landsker Line is sometimes called 'Little England beyond Wales', as English is the predominant language. The screen gives the earliest approximation of this in the 16th Century.

## Screen 5

Invite learners to look at the map of percentage of people aged three years or older able to speak Welsh and discuss the questions posed.

### Focus questions

- Which areas of Wales have the most Welsh speakers?
- Which areas of Wales have the fewest Welsh speakers?
- Where is the Landsker Line? How do you know?
- Why do you think there is a difference between the number of Welsh speakers above and below the Landsker Line?

## Screen 6

This screen gives information about the Landsker line and its origins.

## Screen 7

More detailed information is given on this screen about the Landsker line's origins in the context of asylum seekers.

## Screen 8

Explain to learners that in Wales, an ancient Celtic system of division called cantrefws (a hundred farmsteads) had existed for centuries. They often marked the boundary between dialects. The Flemish people were 'given' Rhôs.

The map shown gives an approximate indication of the boundaries of the larger cantrefws of Wales.

## Screen 9

This screen gives the map of the cantrefws again. Ask learners to discuss the questions posed.

### Focus questions

- Where is Rhôs on the map?
- How far is Rhôs from your school? How did you work it out?
- What was the area of Rhôs? How did you estimate the area?

- Imagine you lived on a farm in Rhôs when the Flemish people moved in.
  - What might have happened? Why do you think this?
  - What would you have done? Why?
  - How would you have felt? Why?
- Imagine you were a Flemish immigrant to Rhôs.
  - How would you have felt? Why?

### Screen 10

Explain to learners that seeking asylum in another country happens when people leave their country, often suddenly, because they are faced with persecution, war or violence and cannot get protection there.

Invite them to watch the video [BBC News - How Ukrainian refugees fleeing Russia's war are settling in Wales](#) (about 2 and a half minutes), then to discuss the questions posed.

#### Focus questions

- Why are Ukrainian people seeking asylum in another country?
- How do you think Ukrainian asylum seekers feel when they have to leave their country?
- How do you think Ukrainian asylum seekers feel when they come to Wales? Why?

### Screen 11

Ask learners to imagine that they have to leave home very quickly because a war breaks out locally and they only have one bag. Ask them to discuss the questions posed.

#### Focus questions

- What five things would you take with you?
- Why would you take each of these things?
- Which three other things would you also like to take if you had room in your bag? Why would you also like to take each of these things?

### Screen 12

Explain to learners that immigrants to Wales and the UK bring different cultures, useful skills and experiences. However, some people have biased ideas that make them focus more on negative thoughts rather than the positive.

Show the video and ask them to think about the family's reaction - [The Catherine Tate Show - Posh family reacts to northern nanny](#) (just over two minutes). Then, to discuss the questions posed.

### Focus questions

- What biases does the 'posh family' have?
- Why do you think the family has these biases?

### Screen 13

Explain to learners that we all have unconscious biases which are often rooted in our feelings, attitudes and beliefs. We gain this bias from, for example, family, social circles, education, television and film, newspapers, social media, advertising, friendship groups, etc.

We may treat people differently because they are from another race, culture, religion and/or class, have English/Welsh as a second language, are non-verbal, have additional emotional and social needs, have a disability, or do not conform to what is perceived as the norm for their gender.

### Screen 14

Explain to learners that there are three main types of unconscious bias.

- Affinity bias – when we display a preference towards others who share certain qualities or characteristics with us, or people we like.
- Confirmation bias – when we search for information or interpret what we see in ways that confirm our pre-existing beliefs.
- Attribution bias – when we attribute the cause of a person's behaviour to their character and not the situation.

Ask learners to discuss the questions posed.

### Focus questions

If a family of asylum seekers moved to live locally.

- What types of unconscious biases might you have? Why?
- How could you get over your unconscious biases? Why might these ideas work?

### Screen 15

Show the video about online bullying - [Schoolgirl Gets Bullied by Her Friends on Snapchat](#) (just over three minutes). Then, ask them to discuss the questions posed.

### Focus questions

- Which types of unconscious biases did the bullies show?
- How could you encourage the bullies to recognise their biases? Why would this work?

## Screen 16

Explain to learners that they are going to make a poster to encourage people to be kinder to others in school.

To help them make a good poster, ask learners to discuss the questions posed.

### Focus questions

- What makes a good poster? Why do you think that?
- What words are important to include? Why?
- What images are important to include? Why?
- What are the key messages you want the poster to convey? Why?
- How will you make use of colour in your poster? Why?

Then, to create their poster.

## TASK 2

# HOW WAS THE ANGLE COMMUNITY FORMED?

Explain to learners that they are going to explore the village of Angle and its history. They will visit Angle and do some online research to find out more about some of its historic buildings and produce a digital scrapbook to showcase one of the buildings.

## Screen 3

Explain to learners that Angle is a village on the southern side of the entrance to the Milford Haven Waterway in Pembrokeshire. Ask them to find Angle on the OS map. Then, to discuss the questions posed.

### Focus questions

- How far is Angle away from our school? How did we work it out?
- How could we travel to Angle? Which is the best way? Why?

## Screen 4

Explain to learners that there is a bus route to Angle from Pembroke. Ask them to access [Bus Routes and Timetables](#) and discuss the questions posed.



### Focus questions

- What is the best time to leave Pembroke to get to Angle by 2pm on a Saturday? How much time does the journey take?
- If we left Angle on the bus at 16:31 on a Saturday, what time would we get to Pembroke? How much time does the journey take?

### Screen 5

Explain to learners that Angle has a long history – details of this history are given on screen.

### Screen 6

Inform learners that they are going to go for a walk around Angle to try and spot certain historical buildings and photograph them. Also, that they can take photographs of any other interesting buildings they want to find out about too. Back in school, they will find out more about one of the buildings and make a digital scrapbook of their findings.

### Screen 7

This screen gives details of specific buildings in Angle for learners to try and find:

- Church of St Mary.
- Fishermen's Chapel.
- Tower House.
- Dovecote.
- The village shop (now closed).
- Globe House.
- Thorne island with a coastal artillery fort.
- Windmill turned into machine gun post.
- Chapel Bay fort.

### Screen 8

Take learners to Angle (preferably on the bus) so they can find the buildings and take photographs.

### Screen 9

Invite learners to search on the internet to find out more about one of the buildings seen in Angle, and the people who used it.

Remind learners that to carry out internet searches they need to consider:

*Before researching...*

- How will you carry out this research? Why?
- What search terms could you use? Which are the best? Why?
- What type of sites will be the best to look at, why?

*When assessing information/data...*

- How do you know the information/data is reliable? How could you find out?
- Could the information/data be biased? Why do you think that?

### Screen 10

This screen gives a QuADS grid for learners to plan and carry out their search.

### Screen 11

Inform learners that they are going to report their findings in a digital scrapbook. Ask them to look at the information they have gathered from the internet search. Then, to consider the questions posed.

#### Focus questions

- What are the key pieces of information? Why do you think that?
- What could you leave out? Why?
- How will you present this information? Why?

Invite them to create their digital scrapbook to share with the class.

You might like to use one of these free apps for the scrapbook:

[Canva](#)

[Paper by WeTransfer](#)

[SCRL: Photo Collage Maker.](#)

### Screen 12

Invite learners to start at the base of the triangle and think about the ways they worked to make their digital scrapbook: individually, groups, online, paired work. Then, to consider the strategies they used from: reading, researching, drawing, reviewing prior work, classifying, discussing, making prototypes, using models, using examples, making lists. They can also suggest other strategies used. Finally, ask learners to consider which strategies worked the best. This latter information will be useful for similar future activities.



**TASK 3**

## PEMBROKESHIRE PIRATES AND INVASION

Explain to learners that they will learn about some Pembrokeshire pirates and explore some famous Welsh women.

### Screen 3

Ask learners to discuss the questions posed.

#### Focus questions

- What does the word 'pirates' mean to you?
- Where have you heard the word 'pirates' before? In what context was it used?

Then to complete the sentence to show their understanding.

### Screen 4

Ask learners to discuss the questions posed.

#### Focus questions

- What does the word 'smugglers' mean to you?
- Where have you heard the word 'smugglers' before? In what context was it used?
- When did you last 'smuggle' something past someone? Why did you do it?

### Screen 5

This screen gives information about George Clerk, a famous Pembrokeshire pirate in the late 1500s, and links him to Angle.

### Screens 6-7

Ask pairs of learners to interrogate the image (plaque for Barti Ddu) using the question starters. Once they have their questions, ask them to share with another pair to discuss possible answers to the questions.

### Screen 8

This screen introduces Barti Ddu (Black Bart) - Bartholomew Roberts (1682 – 1722) who was the most 'successful' pirate of the Golden Age of Piracy in terms of the number of ships he took.

## Screen 9

Explain to learners that Barti Ddu is also noted for creating his own pirate code. A version of his rules is given by clicking the 'View rules' button. Ask them to consider the rules and then discuss the questions posed.

### Focus questions

- What do you think of these rules?
- Which rules surprise you? Why?
- Which rules do you agree with? Why?
- Which rules do you disagree with? Why?

## Screen 10

Explain to learners that Bart Ddu developed an early version of the pirates' Skull and Crossbones' flag. Images of two of these are given on the screen. Ask learners to discuss the questions posed for each image.

### Focus questions

- What do you think the flag is depicting? Why?

## Screen 11

Invite learners to imagine they are a ship owner and want to design their own flag. Their ship could be carrying cargo, passengers, medical staff or equipment, sports equipment or any other goods. Ask them to design a flag for their ship to show others what it is carrying. To support their thinking, ask them to consider the questions posed.

### Focus questions

- What symbols can you use to show others what it is carrying?
- Why would these symbols be useful?
- What colours will you use for your flag? Why?
- What shape will your flag be? Why?

## Screen 12

Ask learners, in small groups, to share their flag to check that others think their flag is clear enough. Ask the group to give feedback on:

- How clearly the flag shows what the ship is carrying.
- Any improvements that could be made and why these would be improvements.



### Screen 13

This screen introduces the Battle of Fishguard as the last invasion of mainland Britain - in 1797. More than 1,400 French troops landed at Llanwnda near Fishguard.

### Screen 14

Here is information about the legend Jemima Nicholas (Mam), who it is, said greatly helped to repel the invaders.

### Screen 15

Show the old video of a poem by a famous Welsh comedian – [Ryan Davies: Napoleon vs Mam](#) (nearly 2 minutes). Ask learners to discuss the questions posed.

#### Focus questions

- Who was Napoleon? How do you know?
- What do you think a ‘Welsh mam’ means? Why?
- How does the poem praise Jemima Nicholas?
- What makes the poem funny? List some ideas.

### Screen 16

Explain to learners that they are going to write their own funny poem about a famous Welsh woman. They will need to decide who their poem will be about. Ask them to research on the internet to make a list of possibilities possibly starting with:

[Cadw - Women in Welsh History](#)

[Womens Equality Network Wales - 100 Welsh Women](#)

### Screen 17

Ask learners to discuss the questions posed.

#### Focus questions

- Who shall we write our poem about? Why?
- How can we make sure our poem praises whatever the woman has done?
- How can we make our poem funny?
- Does our poem need to rhyme? If so, how are we going to do this?

Then, to draft their poem and share it with the class.

