



KS2 Kett's Rebellion 1549: Teacher's Cross-Curricular Pack

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Photograph by Angela Hatley

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Activities grid

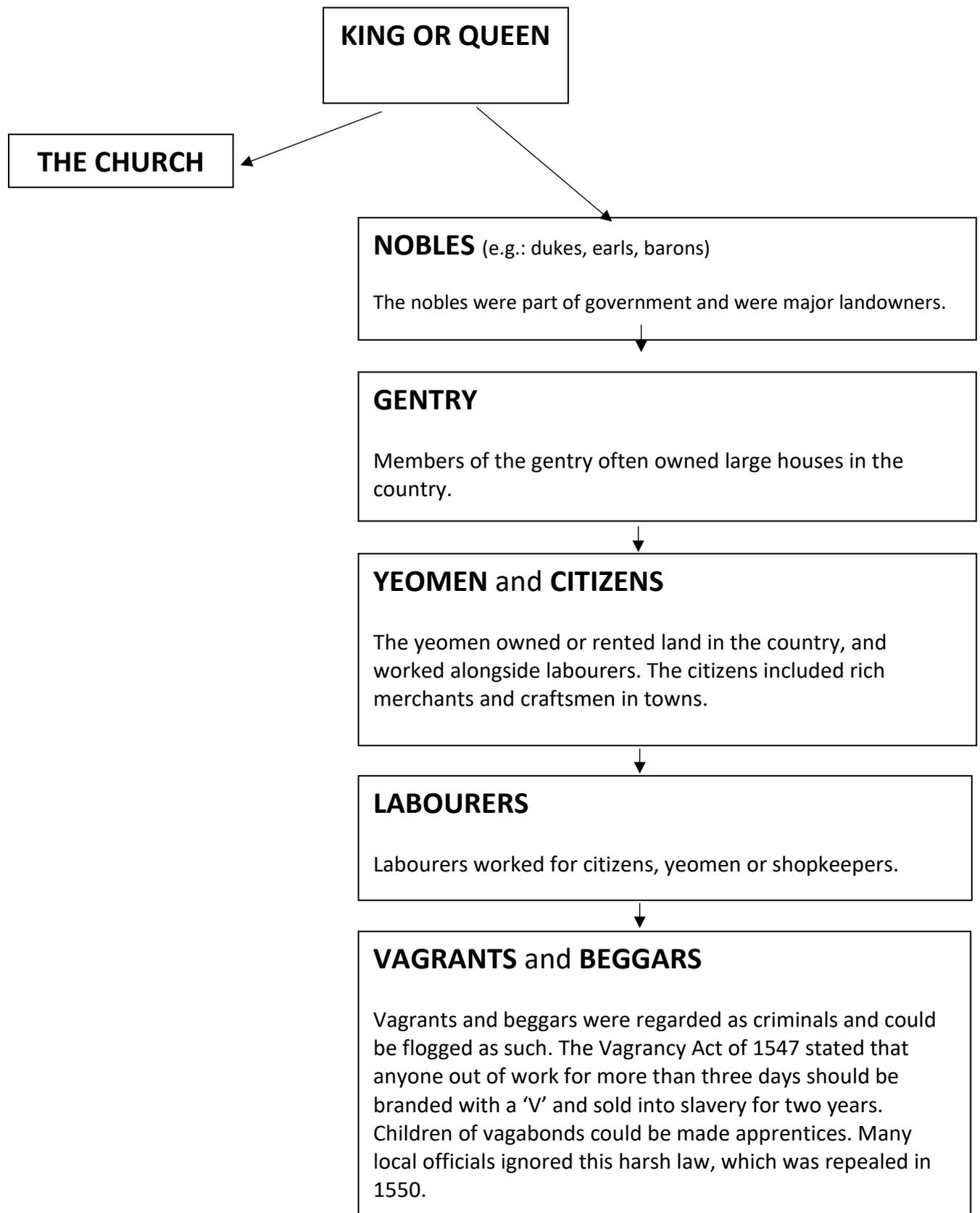
Activity	Brief Notes	Curriculum Area
Retelling the story of Kett's Rebellion, p.41	<p>Script: What choices did they have? What did they do?</p> <p>Retell the story of Kett's Rebellion using the prepared script outlining the main events. The children can be organised into groups to represent the rebels, the city officials, the King's Council, armies etc. Individual children can be named people. Props can be introduced for key characters etc. The children can enact key points e.g.: the protesters destroying fences and confronting Flowerdew and Kett. At key points the children are asked to suggest possible outcomes or choices, and then asked to suggest what happened or the choice that was made. The teacher continues the story, revealing what really happened.</p>	History Drama English
Norwich Natter newspaper front page, p.45-47	<p>Write a newspaper report on Kett's Rebellion. This could be written over three issues representing the stages of the revolt rather than one report after the final battle. Writing could include work on paragraphing, alliteration and features of newspaper reports e.g.: headings and subheadings. Writing could also take in use of tenses, direct and indirect speech, chronological and non-chronological writing, and biased versus unbiased reporting (e.g.: King's Times newspaper vs Kett's Times newspaper). Polystyrene line prints (see p.57-60) could be made to create the cover picture.</p>	History English ICT Art
Diary, p.48	<p>Try writing diary entries by someone involved in the rebellion. A series of diary entries could provide historical facts documenting the rebellion as well as hopes and dreams, attitudes, and opinions for different sides of the argument. Features of diary-writing include: writing in the first person and use of tenses. The diary could also include illustrations, sketches, doodles and maps.</p>	History English Art

<p>Letters home and sender's seal, p.48</p>	<p>Try writing a letter from someone from the rebel camp, the city or the King's army. Writing could include features of letter-writing and layouts for different types of letter, including handwritten ones. Think about use of paragraphs and tenses, and addressing envelopes.</p> <p>You could also design and produce a sender's seal and use ink pads to print it.</p>	<p>History English Art</p>
<p>Character cards: Hot-seating, p.49-51</p>	<p>Using role play and hot-seating, introduce and develop issues or themes connected with Kett's Rebellion and civil unrest during the 16th century.</p> <p>One suggested issue is the right to graze animals on common land.</p> <p>Children organised into small groups and each group given a character card. As a group, children write three to five questions to ask the character on the hot seat. Questions should aim to find out about the issue/situation from that character's point of view and experience. Questions should encourage the character to express how they feel and how it has affected them. The children take turns to sit on the hot seat and rehearse answering the group's questions. Each group selects someone to sit on the hot seat to answer the group's questions in front of the class.</p>	<p>History English Drama PHSE</p>
<p>Freeze frames/tableaux, and thought tap, p.52</p>	<p>A snapshot of time similar to a photograph. Can be used as an introductory activity. A particular issue or theme could be introduced and developed.</p> <p>Thought tap: What questions are the children going to ask?</p>	<p>History Drama PHSE</p>
<p>Debate, p.52</p>	<p>There are lots of issues connected with Kett's Rebellion and civil unrest during the 16th century. Choose one to debate and discuss. The character cards on p.49-51 may help thinking about different situations.</p>	<p>History Drama PHSE</p>
<p>Wanted poster, p.52-53</p>	<p>Make a Wanted poster for Kett and the rebels. How would the poster have been used? E.g.: to round up remaining rebels and punish traitors; to provide a warning to others. Provide a monetary reward (maths calculations).</p> <p>Writing could include use of capitals, fonts, bold, spacing and organisation. Think about</p>	<p>History English Art Maths</p>

	headings, subheadings, appropriate language and punctuation - for example, the use of apostrophes for possession (Kett's Rebellion) and contraction.	
The Ballad of Kett's Rebellion, p.54	Try writing a song retelling the story of Kett's Rebellion. Work could include: Organisation of songs e.g.: verses and repetitive chorus/lines/phrases. Use of rhyme and metre in poetry or rhythm and beat in music etc. Examining different styles of music In the bibliography (p.69-70) there are webpages featuring ballads of Kett's Rebellion. Consider using instruments, mime and dance.	History English Music Drama/Dance/ Mime
Map work - Cunningham's 1558 map of Norwich, plus interactive version, p.55	Identify buildings/features/landmarks of Norwich, and match them with the photographs on p.26-37 Create and use a key, and identify other map features.	Geography History ICT
Map work - Co-ordinates and four- and six-figure grid references, p.55	Children use four- or six-figure grid references to identify buildings/features/landmarks on map, and set questions or routes for others to answer or follow.	Geography Maths
Map work - Tourist trail around Kett's Norwich, p.55	Using Cunningham's 1558 map and the current tourist/heritage map of Norwich, identify Tudor landmarks and create a tourist trail for visitors today. Consider what affects the trail, including access, available time and rest stops. This could develop into a tourist information pamphlet/guide for heritage and today's Norwich.	Geography History English
Measurement - Kett's march from Wymondham to Norwich, p.56	Using relevant maps, children plan a possible route from Wymondham to Norwich. They may be given different modes of transport to consider, and might also consider scale. Measurement of distance; large numbers.	Maths Geography
Making polystyrene line prints, p.57-60	This is a simple introduction to one style of line printing , and can be made more complex if wished. Think about the style of illustration and how a simple image or a more detailed one may affect the printed outcome.	Art and Craft
Weaving - Warp-and-weft weaving with paper strips, p.61 (image of loom on p.64)	This can be an easy introduction to weaving using paper strips of various colours. Once learned, paper weaving can be incorporated into all sorts of pictures and shapes.	Art and Craft

Weaving - Warp-and-weft weaving using paper plates or circles, p.61-62 (image of loom on p.64)	Lots of different materials can be used such as pipe cleaners, lace, ribbon, strips of fabric and wool, string, twine or threads of varying texture and thickness. Paper plates or circles cut from card create the circular loom. These can be coloured or painted beforehand.	Art and Craft
Weaving - Warp-and-weft weaving on a cardboard loom, p.62-63 (image of loom on p.64)	Simple looms can be made from wooden picture frames or card cut to create an open picture-frame shape. Closed looms can also be made from cardboard. Wool or a mixture of various threads, strings, ribbon and tape of varying textures and thickness can be woven through the warp to create wall hangings.	Art and Craft
Weaving - Weaving with natural and found materials, p.65	Scavenger hunt to find natural/artificial materials which can be used for weaving. Choose the most appropriate method for the weave itself.	Art and Craft
Weaving - Weaving with twigs, p.65	Twigs can be used to create looms in various styles.	Art and Craft
Weaving - No-nail and thread art, p.65	Creating Spirograph-style weaving patterns on grids/axes using pens and pencils and/or thread, without the needs for nails or pins.	Art and Craft Maths
Using natural dyes, p.67-68	Try researching and using natural dyes (there are some ideas listed). You can achieve a range of colours by dyeing cloth using various plant matter, fruit and vegetables.	Art and Craft
Design a rebel banner, p.69	Design your own banner , taking into account layout, wording, colour and shape.	Art and Craft English
Heraldry, p.69	Investigate heraldry and create your own heraldic design or coat-of-arms that can be displayed on a shield.	History English Art and Craft
Weaponry, p.69	Investigate weapons used during the 16 th century.	History English Art

The feudal system in Tudor times



The Tudor dynasty

Henry VII, ruled 1485-1509

Henry VII was born Henry Owen Tudor on 28th January 1457. He was crowned at Westminster Abbey on 30th October 1485.

Henry VIII, ruled 1509-1547

Henry VIII was born on 28th June 1491 and was crowned at Westminster on 24th June 1509. He was the son of Henry VII and Elizabeth of York.

Edward VI, ruled 1547-1553

Edward VI was born on 12th October 1537, the son of Henry VIII and Jane Seymour. He was crowned at Westminster on 20th February 1547, when he was only nine years old. A regency council governed for him because of his age.

Lady Jane Grey, ruled 1553

Lady Jane Grey was born in October 1537, and was a great-granddaughter of Henry VII. She was declared queen but was not crowned, and only ruled for nine days (10th-19th July 1553) before being executed by her successor, Mary I.

Mary I, ruled 1553-1558

Mary I was born on 18th February 1516, the daughter of Henry VIII and Catherine of Aragon. She was crowned at Westminster on 1st October 1553.

Elizabeth I, ruled 1558-1603

Elizabeth I was born on 7th September 1533, the daughter of Henry VIII and Anne Boleyn. She succeeded to the throne in 1558 and was crowned at Westminster on 15th January 1559.

Henry VIII's Reformation

Henry ascended the English throne on 21st April 1509 and married Catherine of Aragon on 11th June that same year. The marriage is believed to have been a love match and remained so for many years. Catherine was crowned Queen of England on 24th June 1509.

Catherine was the daughter of Ferdinand and Isabella of Spain. She was five years older than Henry and had previously been married to his elder brother Arthur, who died in 1502 at only 15. Catherine always maintained that her first marriage was unconsummated.

Henry and Catherine immediately brought changes to the court. Henry wished to be a great king and was viewed as a Renaissance prince. He was declared Defender of the Faith by Pope Leo X in October 1521 when Henry defended the Roman Catholic church against the teachings of reformer Martin Luther.

In 1518 Catherine gave birth to a stillborn daughter. In the preceding years, she had a number of pregnancies but only one surviving child – Mary, the future Mary I. By the time of her loss in 1518, it was unlikely that Catherine would produce a male heir. The 1518 pregnancy proved to be her last.

Meanwhile, Henry was infatuated with Anne Boleyn, and this relationship, along with his desire for a male heir, led him to seek an annulment of his marriage to Catherine in 1527. He cited scripture (Leviticus 20:16) to support his claim, and as Defender of the Faith he expected the annulment to be granted. However, Pope Clement VII was under the control of Charles V, the Holy Roman Emperor and nephew of Catherine. Clement duly refused to grant an annulment.

In England, some advisors and members of the court had sympathies with and supported the growing Protestant church in northern Europe. A break from the Roman Catholic church was also seen as a means for Henry to divorce Catherine.

Henry's marriage to Catherine was annulled in May 1533. She was sent to Kimbolton Castle, where she died in January 1536. She had been a popular queen and continued to be viewed as the rightful queen by the populace. She also retained the support of many Catholics of the ruling class until her death.

In 1534 came the **Act of Supremacy**, which established the Church of England. Henry became Supreme Head of the English Church.

In 1535, the **Dissolution of the Monasteries** began. Dissolving the monasteries enabled vast wealth and lands to be returned to the king. These could be used to swell the treasury and as rewards to loyal supporters.

The dissolution of the monasteries alongside changes to religion had a huge impact on the lives of the people of England. The monasteries and clergy provided shelter and social welfare to those in need. They provided medical attention and alms to the poor as well as employment.

Belief in a better afterlife was a means to cope with the hardships of life in a medieval feudal society. Belief in Purgatory and the need to pray for the souls of loved ones through the saying of masses remained a concern for many people. The changes in doctrine, the whitewashing of wall paintings explaining Bible stories, and the removal of relics and objects considered idolatrous were not supported in large areas of the country. These changes led to unrest.

From October to December 1536 there was a major uprising in Yorkshire called the **Pilgrimage of Grace**. Historians view this revolt as the greatest internal threat of Henry VIII's reign. It followed a similar uprising in Lincolnshire but was well-organised and included men from the nobility. Supporters from Durham, Northumberland and Lancashire joined the pilgrimage, creating a well-armed force of 35,000 men. Local militia could not be relied upon to put it down. The Duke of Norfolk and Earl of Shrewsbury were sent to deal with the rebels, but they could only raise 8,000 men and it seemed unlikely that Henry could muster enough troops to fight the rebels.

Robert Aske, a talented lawyer from an important Yorkshire family, led the rebels. He adopted the phrase 'Pilgrimage of Grace' to give the uprising a religious feel. All rebels were required to sign an oath to ensure respectable behaviour.

The rebels wanted to halt the changes to the Church and monasteries and return to following the Pope. They blamed Henry's advisors, especially Thomas Cromwell, for the changes. Aske wanted to negotiate and felt that Henry would reverse his policies once he received their grievances. Henry had no intention of showing leniency and played for time. The rebels were asked to write their demands clearly.

The leaders met in Pontefract in early December to record their demands. The common people had no input. 24 articles were presented to the Duke of Norfolk on 6th December. Of these articles, nine were religious, six political and the remainder a combination of social, political, economic and religious ideas. The rebels agreed to disband.

The leaders were arrested, tried, and executed. Aske was hanged in York as a warning to all. Henry stepped up his religious changes with less opposition as those who disagreed were too afraid to act.

In April 1539, the **Great Bible** was introduced into all churches. It was the first English Bible to be authorised by the King.

In June of the same year came the **Act of Six Articles**. This set out the faith of the new Anglican church. The church retained most practices and principles of the Catholic church, but the King rather than the Pope was now head of the Church.

England's conversion to the Protestant faith differed from that in Europe. Henry's break with Rome was due to political rather than religious differences. England's Reformation was more gradual and followed the ruler's acceptance of doctrine.

Timeline of Kett's Rebellion, 1549

Made with reference to *Kett 1549: Rewriting the Rebellion* by Leo R Jary.

7th July - Public holiday. Commemoration of the martyrdom of Thomas Becket. Enclosures destroyed in Wymondham.

8th July - Robert Kett's enclosures targeted. Kett meets protesters and offers to lead them.

9th July - Protesters assemble on Wymondham Common, under Kett's Oak. March to Norwich begins.

12th July - Rebels denied access to Norwich. Set up camp on Mousehold Heath. Around 16,000 people joined the rebels.

14th July - Kett establishes his assembly under the 'Oak of Reformation'.

21st July - Rebels offered pardons from the Crown.

22nd-24th July - Rebels attack and capture Norwich.

31st July - William Parr, 1st Marquis of Northampton's army enters Norwich. Rebels retreat to Mousehold Heath.

1st August - Northampton's army is defeated on Palace Plain. Rebels retake city and hold it for three weeks.

21st August - John Dudley, Earl of Warwick reaches Cambridge with army of 12,000 men.

24th August - Warwick's army retakes city, but artillery captured by rebels.

26th August - 1,400 German 'Landsknecht' mercenaries arrive to reinforce Warwick's army. Kett and his advisors decide to break camp that night and march to Dussindale to face Warwick's army head-on the following morning.

27th August - Rebel army is defeated by 4pm. Robert Kett flees to Swannington, William Kett home to Wymondham.

29th August - Kett brothers captured. Robert Kett held in Deputy Mayor Augustine Steward's home.

8th September - Kett brothers taken to London and held in the Tower to be tried for treason.

7th December - Robert Kett hanged in chains from Norwich Castle. William Kett hanged from Wymondham Abbey.

Kett's Rebellion, 1549

Background

After the death of Henry VIII in 1547, his son Edward VI ascended the throne. Unfortunately, Edward was only nine years old and could not rule directly. His uncle Edward Seymour (Earl of Hertford, later made Duke of Somerset), disbanded the Council of Regents set up by Henry, made himself Lord Protector and ruled on Edward's behalf with a council of nobles.

During this time there were huge social, economic and religious changes which left the poor even poorer - often without land and a means to grow food and earn a living wage - while the rich gained land and became richer. A new landed gentry emerged, as did a growing merchant class which benefited from these changes.

Several uprisings broke out during 1549 with varying demands - such as a return to the Roman Catholic church in the south-west and a more able Protestant clergy in the east - but all with a sense of injustice and being at a breaking point.

Enclosures and growing resentment

For decades the country had faced inflation, increased taxation, unemployment, rising rents and declining wages. The enclosure of land often caused loss of employment, income, land to grow crops and graze animals, and homes for the common people. This contributed to the discontent of many, who felt they had little to lose through rebellion.

The Duke of Somerset supported the views and principles of those protesting about enclosures. A commission had been set up to investigate the legality of enclosures, and government inspectors toured the country. Those who had lost their lands and common grazing rights due to enclosures welcomed the commission and expected the commissioners to order a reversal, whereas those from the gentry who had gained from them were hostile. The investigation led to frustration and anger for both rich and poor.

In May 1549 Somerset issued a proclamation denouncing all enclosures. On 14th June 1549 Somerset issued a general pardon to those who had taken action and removed enclosures. A rebellion in Cornwall in June 1549 was severely crushed that August.

Norfolk rebellion and Robert Kett

In Norfolk, growing resentment over the enclosure of common arable land and the displacement of tenant farmers led to a major rebellion led by Robert Kett that lasted nearly two months and saw the rebels occupy Norwich twice before they were defeated in August 1549.

Robert Kett was a yeoman farmer who lived in Wymondham, Norfolk. He was a tanner by trade and had done well under the system of land enclosure. He owned a sizeable amount of land and several manors, and was one of the wealthiest men in the area. John Flowerdew, a successful lawyer, had acquired and partially demolished Wymondham Abbey during the dissolution. Kett had opposed Flowerdew's claim to the monastery and the pair remained at odds.

In July 1549, a group of peasants approached Flowerdew's land to remove the fences, but he paid them to destroy Kett's fences instead. Kett met these men and listened to their resentments. He felt sympathy for their plight and helped them to tear down his own enclosures. He had not realised the enclosures' effect on the livelihood of poor farmers. Kett offered to lead them in their protest against the economic and social changes and to try to help them return to an open field system, upholding rights to common land grazing.

Robert Kett and the peasants left Wymondham and marched towards Norwich. As they marched sympathisers joined them, and by the time they reached Norwich the group numbered about 16,000 people. The city officials refused the rebels entry, so the rebels set up camp on Mousehold Heath, northeast of the city. Kett continued to try and negotiate with the Norwich leaders.

Under the leadership of Kett the camp was well-organised and disciplined. Everyone had to swear an oath to ensure good behaviour and church services were held daily. The camp was divided up into areas including those for the military, administration, habitation and industry such as blacksmithing. The living areas were set up to the east of the camp close to Thorpe Wood, a source of timber for shelters and firewood. People from the same villages/communities grouped together. Kett used an abandoned chapel as his headquarters, a former stately home to hold political prisoners and a nearby tree for meetings and to serve justice. The tree became known as the 'Oak of Reformation'. After a few short weeks Kett had established an alternative seat of power and there were more people on the Heath than in Norwich.

Kett's justice

Kett wanted to right social wrongs and create a just society. On 14th July he established his council at the 'Oak of Reformation'.

Kett set up a new form of local government with two representatives for each of the twenty-two Norfolk Hundreds represented and from the parishes in non-represented hundreds. This also included those from Suffolk. A court was set up to hear cases brought by commoners. These cases were often held in the open air under the Oak. Many of the accused were from the local gentry and accused of wrongs against the working classes. Most were found guilty and imprisoned. Members of the camp who ignored the rules of behaviour were also tried.

Attack on Norwich and defeat

Kett and his Council wrote a petition to the Lord Protector, Lord Somerset. It was written in a respectful, courteous manner that tried to appeal to Somerset's Protestant beliefs. The 29 clauses did not call for radical changes, but a return to fairer laws from before Edward VI's reign. They aimed to halt the enclosure of common land and to improve local government and the clergy. Although Somerset sympathised with their requests, the King's Council did not. Somerset had little support on the Council and had to change his policy to preserve his own position and future.

On 21st July the King's Council offered the rebels a pardon if they dispersed, but this was declined.

From 22nd to 24th July, the rebels attacked and captured Norwich. Kett initially attempted to cross Bishop's Bridge into Norwich but the small garrison there held firm. The rebels fired at Cow Tower, causing damage to the top. In a second attack the defenders were driven back, and the rebel force crossed the River Wensum and took the city. The rebels also seized Mayor Thomas Codd. Several officials were killed, including Lord Sheffield, who was killed by Mr Fulke the butcher.

News of the rebellion spread throughout East Anglia and sympathetic revolts broke out across the region.

On 31st July, an army led by William Parr, the 1st Marquis of Northampton, entered Norwich but was defeated on Palace Plain the following day. The rebels then held Norwich and a large swath of countryside surrounding the city for three weeks.

A larger force of about 12,000 troops was then sent to defeat the rebels. It was led by experienced military leader John Dudley, the Earl of Warwick. Warwick assembled his army in Cambridge, a three-day march from Norwich.

On 24th August Warwick's forces retook Norwich, but his artillery was captured by the rebels. The rebels were forced out of the city back onto the Heath, but Warwick's force was outnumbered and could not engage the rebels in open battle. Warwick's army was trapped inside the city, and the rebels were able to enter the city at night to seize food and supplies, with support from those within.

Warwick's reinforcements arrived on 26th August. These were 1,400 German 'Landsknecht' mercenaries. The mercenaries' arrival ended the rebels' raids into the city and their source of supplies. The rebels could not survive without food, so Kett and his advisors planned a head-on battle. The rebels left their high-ground advantage that night and assembled at a position popularly thought by historians to be the valley of Dussindale. The rebels outnumbered Warwick's army, but they had no cavalry, which proved to be a decisive factor.

The battle resulted in 3,000 rebels being killed and hundreds captured, while there were few casualties or fatalities on the King's side. However, these figures were those put forward by the victors.

Robert Kett and his brother William fled the battle scene when they realised it was hopeless, but many of the rebels fought on. William fled to his home in Wymondham and Robert towards Swannington, perhaps hoping to escape to the coast. Both were captured, and Robert was held captive in Augustine Steward's house at Tombland, Norwich. The brothers were then sent to the Tower of London, where they were tried and found guilty of treason.

On 7th December Robert Kett was hung in chains from Norwich Castle. This was a very painful and gruesome death which took hours. His body was left there for three years as a warning to those with a rebel spirit. William was taken to Wymondham and hanged from the church.

Martial law was declared, and 300 captives were executed. This left a lasting impression on the nation. As Norwich was the second largest city in England, its rebels could not go unpunished.

Robert Kett's demands

Introduction to *Kett's Demands Being in Rebellion (1549)* by Robert Kett

'Keates demaundes beinge in Rebellyon' (the title as on the last page, f. 78v) is a list of 29 demands prepared by Kett and the rebels prepared these at Mousehold. They gave the list to Edward Seymour, Duke of Somerset and Lord Protector of England, who acted for the young Edward VI. One copy of the document remains, in the British Library (Harley MS 304, fols 75r–78v). The document begins with a list of hundreds and their representatives, which has been removed here. The document is in the public domain. If you are using a screen-reader you may like to skip to the next section, as the demands are written in 16th-century English and the non-standard spellings may not translate well.

Text of *Kett's Demands*

[f. 75v] We pray your grace that where it is enacted for Inclosyng that it be not hurtfull to suche as haue enclosed saffren groundes for they be gretly chargeablye to them and that ffrrom hensforth noman shall enclose eny more.

We certifie your grace that where as the lordes of ther manours hath ~~byn~~ Charged with certen ffre rent the same lordes hath sought meanes to charge ther ffreholders to pay the same rent contrarye to right.

We pray your grace that no lord of no mannor shall comon uppon the Comons.

We pray that prestes frome hensforth shall purchase no londes neyther ffre nor Bond and the londes that they haue in possession may be letten to temporall men as they ~~haue~~ ~~byn~~ wer in the ffyrst yere of the reign of kyng henry the vijth.

We pray that Rede ground and medowe grounde may be at suche price as they wer in the first yere of kyng henry the vijth.

We pray that all marshysse that ar holden of the kynges maiestie by ffre rent or of eny other may be ageyn at the price that they wer In the ffirst yere of kyng henry the vijth.

We pray that all Busshelles within your realme be of one stice that is to sey to be in mesure viij gallons.

[f. 76r] [W]e pray that [any prest] or vicars that be nat able to preche and sett forth the woorde of god to hys parissheiners may be clerely putt from hys benyface and the parissheiners there to chose an other or elles the pateron or lord of the towne.

We pray that the paymentes of castillward rent and blanche fferme and office landes whiche hath byn accostomed to be gathered of the tenamentes where as we suppose the lordes ought to pay the same to ther balyffes for ther rentes gatheryng and not the tenantes.

We p(r)ay that noman vnder the degre of a knyght or esquier kepe a dowe howse except it hath byn of an ould anchyent costome.

We pray that all ffreholders and copieholders may take \the/ profightes of all comons and ther ~~lordes~~ to comon and the lordes not to comon nor take profightes of the same.

We pray that no ffeodarye within your sheres shalbe a counseller to eny man in his office makynge wherby the kyng may be trulye serued so that a man beeng of good consyence may be yerely chosyn to the same office by the comons of the same sheyre.

We pray ~~that copie~~ your grace to take all libertie of lete into your owne handes wherby all men may quyetly enioye ther comons with all profightes.

We pray that copiehold londes that is onresonable rented may go as it dyd in the ffirste yere of kyng ~~her~~ henry the vij and that at the deth of a tenante or of a sale the same landes to be charged with an esey ffyne as a capon or a resonable ~~[...]~~ some of money for a remembraunce.

[f. 76v] We pray that a prest sh[all be a chaplaine] nor no other officer to eny man of honor or wyrshypp but only to be resydent vppon ther benefices wherby ther paryssheners may be enstructed with the lawes of god.

We pray thatt all bonde men may be made ffre for god made all ffre with his precious blode sheddyng.

We pray that Ryvers may be ffre and comon to all men for ffysshynge and passage.

We pray that no man shalbe put by your Eschetour and ffeodarie to ffynde eny office vnles he ~~be~~ holdeth of your grace in cheyff or capite aboue x li by yere.

We pray that the pore mariners or ffysshheremen may haue the hole profightes of ther ffysshynge ~~in this realme~~ as purpres grampes whalles or eny grett ffysse so it be not preiudiciall to your grace.

We pray that euery propriatorie parson or vicar havynge a benefice of x li or more by yere shall eyther by themselues or by some other parson teche pore mens chyldren of ther parisshe the Boke called the ~~p~~ cathakysme and the prymer.

We pray that it be not lawfull to the lordes of eny mannor to purchase londes frely and to lett them out ageyn by copie of court roll to ther gret advaunchement and to the vndoing of your pore subiectes.

We pray that no propriatorie parson or vicar in consideracon of advoydin[g] trobyll and sute bet(w)yn them and ther pore parissshners whiche they daly do procede and attempt shall from hensforth take for the full contentacon of all the tenthes which nowe they do receyue but viij d of the noble in the full discharge of all other tythes.

[f. 77r] [We pray that no man] vnder the degre of es[quyer] shall kepe any conyes vpon any of his owne ffehold or copiehold onles he pale them in so that it shall not be to the comons noysoyns.

We pray that no person of what estate degre or condicion he be shall from hensforth sell the adwardshyp of eny chyld but that the same chyld if he ~~lyf~~ lyve to his full age shalbe at his owne chosyng concernyng his marriage the kynges wardes only except.

We pray that no ~~matter~~ mannor of person havyng a mannor of his owne shall be non other lordes balyf but only his owne.

~~Item~~ We pray that no lord knyght nor gentleman shall haue or take in ferme any spirituall promocion.

We pray your grace to gyve lycens and auctorite by your gracious comyssion under your grett seall to suche comyssioners as your pore comons hath chosyn or to as many of them as your maiestie and your counsell shall apoynt and thynke mete for to redresse and refourme all suche good lawes statutes proclamacions and all other your procedynges whiche hath byn hydden by your Justices of your peace Shreues Escheatores and other your officers from your pore comons synes the ffirst yere of \the reign of/ your noble grandfather kyng henry the seventh.

We pray that those your officers ~~which~~ \that/ hath offended your grace and your comons and so provid by the compleynt of your pore comons do gyue onto those pore men so assembled iiii d euery day so long as they \haue/ remayned ther.

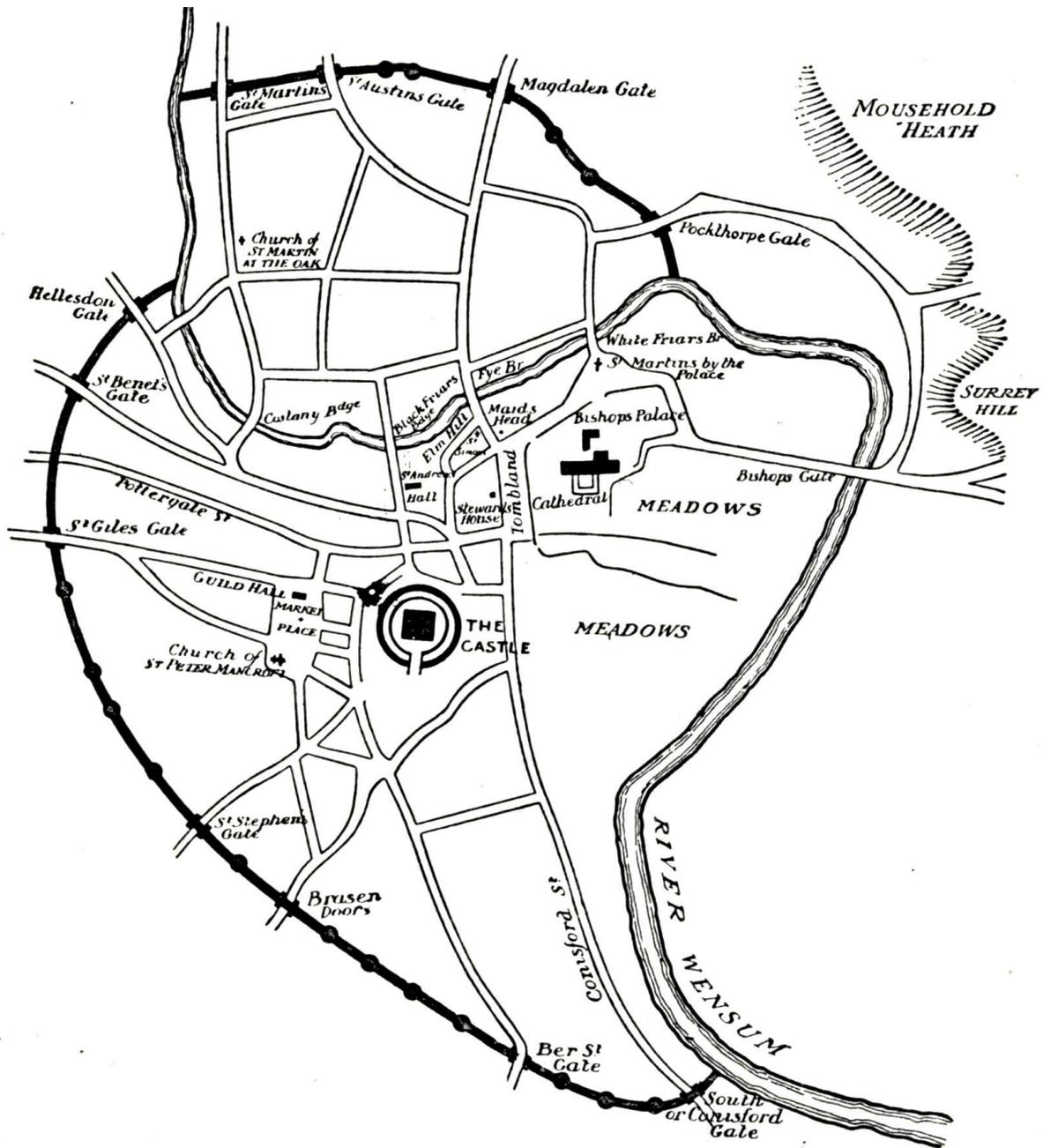
We pray that no lorde knyght esquyer nor gentleman do grase nor fede eny bullockes or shepe if he may spende fforty pou[nds] a yere by his landes but only for the provicion of his howse.

By me Rob't Kett Thomas Cod

By me Thomas Aldryche'

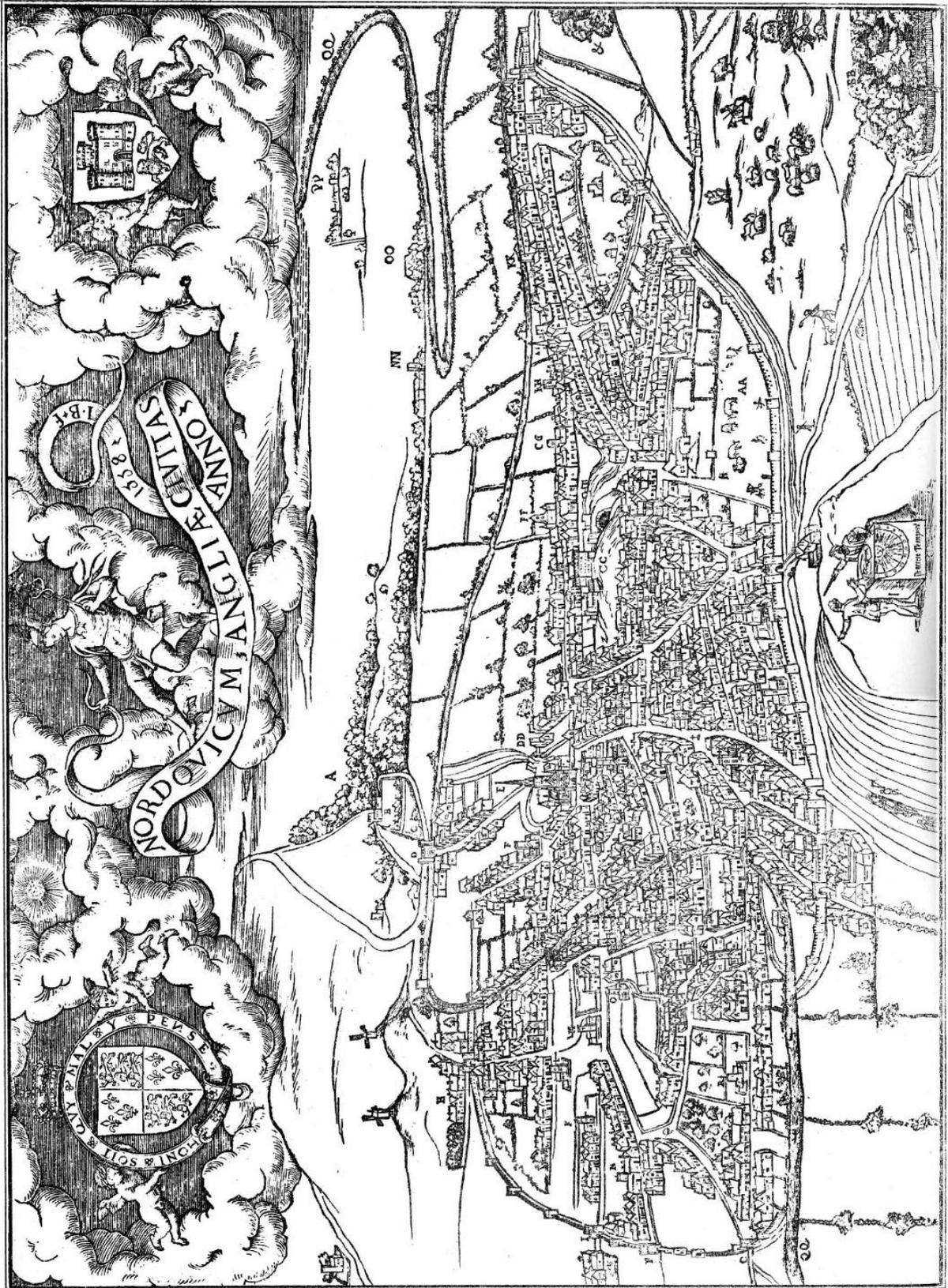
Maps

Norwich at the time of Kett's Rebellion



Norwich at the time of Kett's Rebellion map, [from Wikipedia](#)

Map of Tudor Norwich by William Cunningham (1558)



CUNNINGHAM'S VIEW OR MAP OF NORWICH, 1558.

The map by William Cunningham on the previous page is the first printed map of a British provincial town. Incredibly the map is complete. It is a fabulous resource that gives a detailed view of Tudor Norwich during the 16th century.

The map is interesting because it has been turned so that the River Wensum is central. This shows who and what was important to Norwich during the 16th century. The river was an important asset to the town because it linked Norwich with the coast via Great Yarmouth and thus the continent. The river was vital to the merchants who had gained their wealth from wool and trade abroad. Norwich looked to the continent, not to the rest of the country. It had cultural and commercial links with Europe. Norwich was described as ‘the town that wool built’.

You can [find this map online](#).

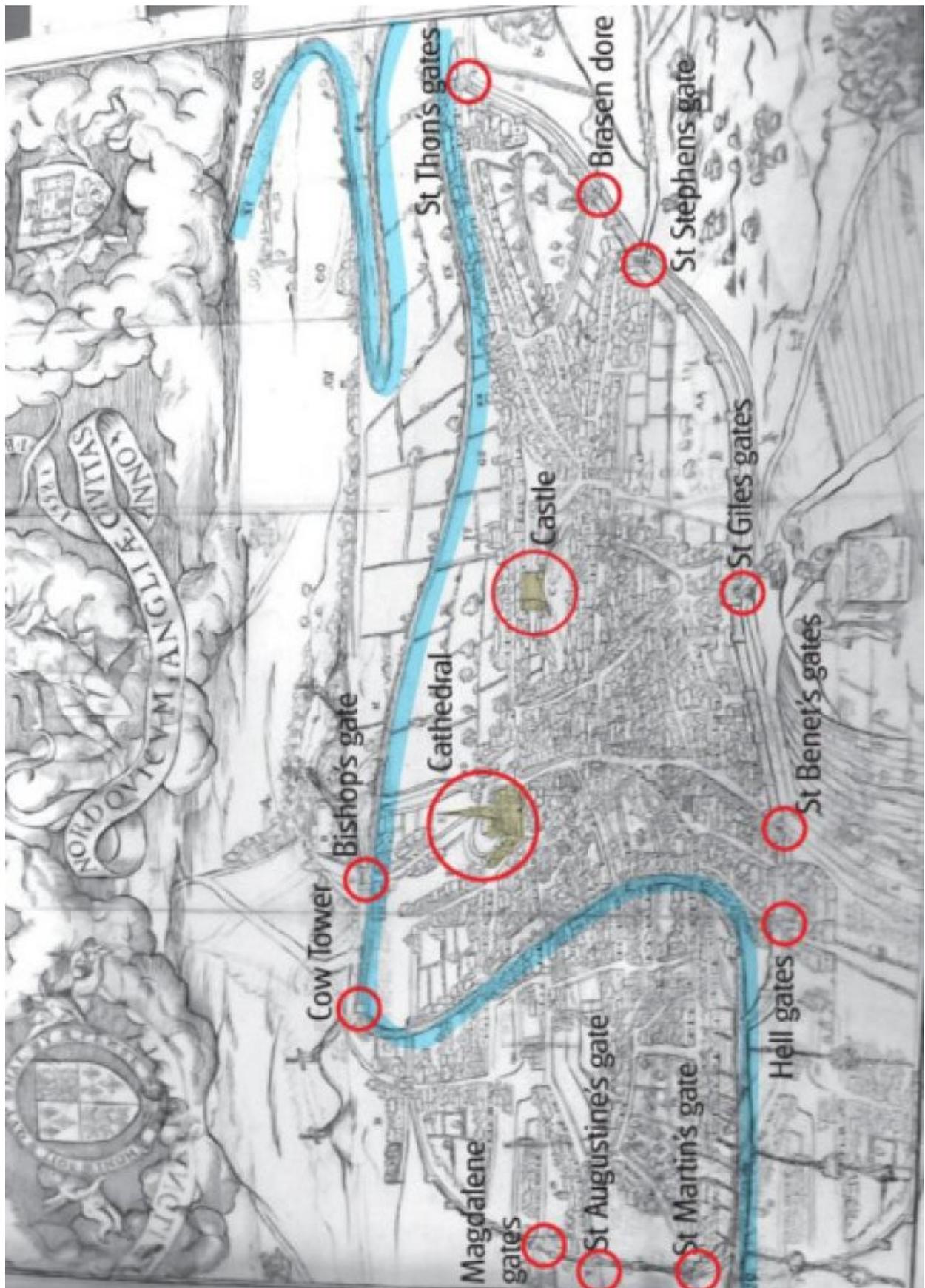
Cunningham’s map is included by kind permission of Mr J Plunkett.

Interactive version of William Cunningham’s 1558 map

You can [find an excellent interactive version of Cunningham’s map on the Norwich Heritage website](#).

If you move the cursor over the map, captions identifying the building, feature or landmark will pop up. The map has a zoom facility that allows the viewer to see minute details.

Cunningham's map of Norwich with key sites highlighted



Cunningham's map of Norwich with gridlines



Photographs of Norwich

All photographs in this section by Angela Hatley.

1. From Mousehold Heath, looking across Norwich towards the Cathedral and Castle.



2. Mousehold Heath.



3. Labelled view of Norwich from Mousehold Heath.



4. Bishop Bridge (four images).



5. Looking towards Bishop Bridge and Mousehold Heath from Bishopgate.



6. Cow Tower.



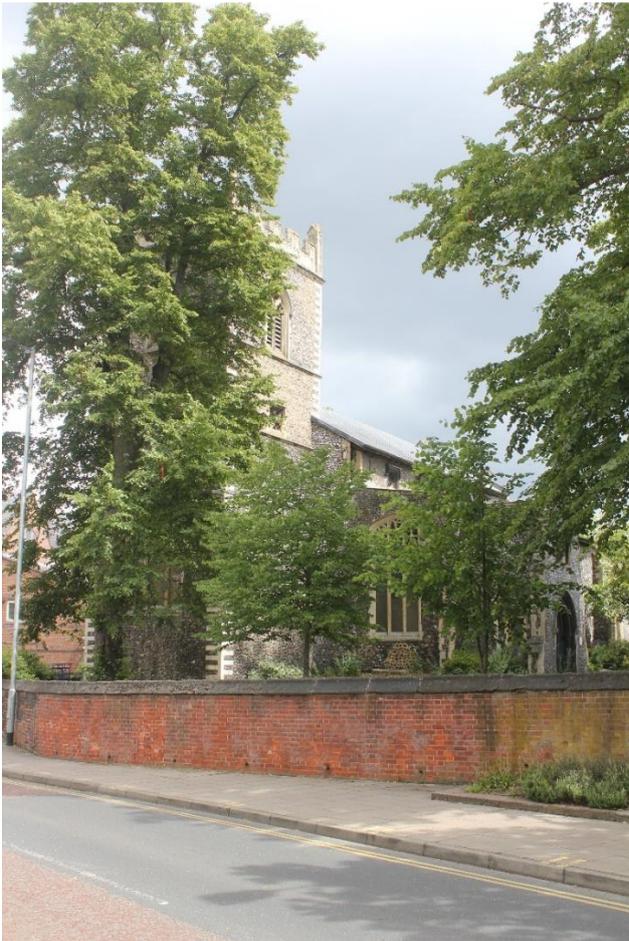
7. The Great Hospital, founded in 1249.



8. The Adam and Eve pub. The pub sits on the site of the Adam and Eve brewhouse (1249), which was originally owned by Benedictine monks.



9. St Martin's Church. Edmund Sheffield was buried here in August 1549.



10. Tombland, looking towards the Anglican Cathedral. Site of the Maid's Head.



11. Palace Plain, the site of Northampton's defeat in August 1549.



12. Norwich Cathedral



13. Augustine Steward's house, the headquarters for Parr and Warwick. Robert Kett was held here in August 1549.



14. Views of Elm Hill.



15. Views of the Britons Arms café on Elm Hill. Built in the early 1400s, it was the only Elm Hill building to survive the Norwich fire of 1507.



16. St Andrew's Hall. The Halls were used to stable Warwick's cavalry.



17. Strangers' Hall on Charing Cross. Originally a merchant's house, it is now a museum.



18. Norwich Guildhall on Gaol Hill.



19. Norwich Castle from above the Market.



20. Norwich Castle.



21. Remains of a section of Norwich city walls.



Portraits, landscapes and photographs

1. 18th-century engraving by Samuel Wale. The engraving shows Robert Kett and his followers under the Oak of Reformation on Mousehold Heath. [Wikimedia Commons](#) (public domain)



2. William Parr, 1st Marquis of Northampton (left) and John Dudley, Earl of Warwick (right). Northampton was defeated by the rebels and Warwick led the force which defeated the rebels. **The Marquess of Northampton** by Hans Holbein the Younger, [Wikimedia Commons](#) (public domain). **John Dudley, Duke of Northumberland** by unknown artist, [Wikimedia Commons](#) (public domain)



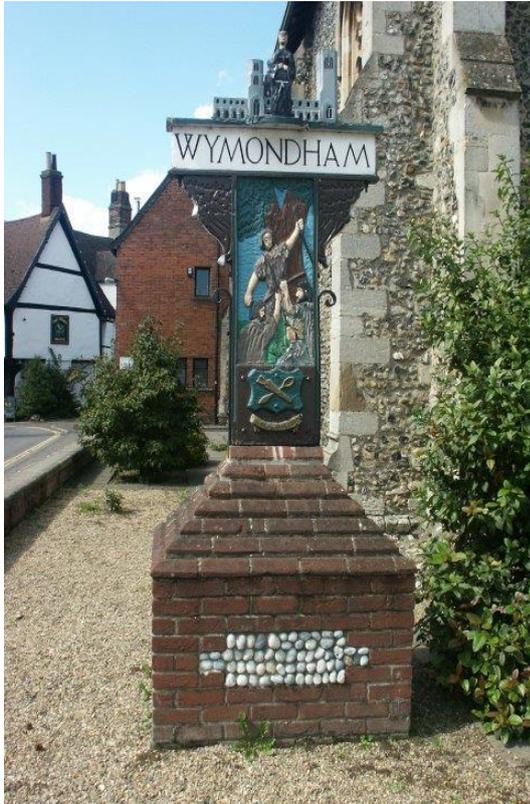
3. **Mousehold Heath, Norwich** by John Crome, [Wikimedia Commons](#) (public domain)



4. **Mousehold Heath** by John Sell Cotman, [Wikimedia Commons](#) (public domain)



5. Wymondham's town sign, which commemorates Kett's Rebellion. [Town sign, Wymondham](#) by Katy Walters, [CC BY-SA 2.0](#)



6. Kett's Oak, beside the B1172, near Hethersett, Norfolk. Kett and the rebels marched from here to Norwich. [Kett's Oak near Hethersett, Norfolk](#) by Vidung, [Wikimedia Commons](#)



Activity: Retelling the story of Kett's Rebellion

Use the below script, called 'What choices did they have? What did they do?', to retell the story of Kett's rebellion. There are points for discussion by the students throughout.

Script: What choices did they have? What did they do?

Sunday 7th July was St Thomas Becket saint's day. A holiday. A day of celebration.

At the end of the busy day commemorating the martyrdom of St Thomas Becket, a group of men discussed the recent enclosures of land by local landowners and the illegal enclosure of some of the common land. They complained about how hard it was becoming to grow enough crops, find work as farm labourers and even graze their animals on land that had always been for the use of everyone. As they talked, they became more and more angry. 'What can we do? What choice do we have?' they asked one another.

- **Question: What do the children think the men could do? What do the children think they did?**
- Example answers: Write to the King listing their grievances. Complain to the local authorities. Take action.
- **Answer: The men decided to break down the fences and destroy the ditches.**

The following morning, Monday 8th July, the men stormed onto the land of John Flowerdew, a lawyer, and began to destroy his fences. Flowerdew was an extremely unpopular landowner. He had bought Wymondham Abbey during the dissolution of the monasteries and knocked some of it down. The men were pleased to get their own back on him. Flowerdew and his men came face to face with the angry farmers.

- **Q: What do the children think Flowerdew could do? What do the children think he did?**
- E.g.: Report the men to the authorities. Arrest them himself. Instruct his own men to drive them away.
- **A: He paid the men to go and pull down the fences of his enemy Robert Kett.**

The men went to the yeoman farmer Robert Kett's land and began to break down his fences. Kett was a wealthy man and had also become richer through the purchase of land and enclosure of common land.

- **Q: What do the children think Kett could do? What do the children think he did?**
- E.g.: Report them to the authorities. Arrest them himself. Instruct his own men to drive them away.
- **A: Kett listened to their grievances and sympathised with them. Kett helped them pull down his fences and offered to lead them.**

The next morning, Tuesday 9th July, Robert Kett met the farmers on the Common at an oak tree next to the Norwich road. Other protesters joined them.

- **Q: What do the children think the protesters could do? What do the children think they did?**
- E.g.: March to London to see the King. Destroy more fences or enclosures.
- **A: The protesters marched to Norwich.**

As the protesters marched towards Norwich more people joined them. By the time they reached Norwich the protesters numbered about 16,000. The city officials refused them entry. Kett continued to negotiate with the city officials, but an order came from the King's Council forbidding the rebels' entry into the city.

- **Q: What do the children think the protesters could do? What do the children think they did?**
- E.g.: Go home. March to London. Attack Norwich.
- **A: They set up camp on Mousehold Heath, overlooking the city.**

Under the leadership of Kett the camp was well-organised and disciplined. Everyone had to swear an oath to ensure good behaviour and church services were held daily. The camp was divided up into areas including for the military, administration, habitation and industry such as blacksmithing. Kett wanted to right social wrongs and create a just society.

- **Q: What do the children think Kett could do? What do the children think he did?**
- E.g.: Try to create a fairer society.
- **A: On July 14th Kett established his council at the 'Oak of Reformation'.**

Kett set up a new form of local government with two representatives for each of the 22 Norfolk hundreds represented and from parishes in non-represented hundreds. This also included those from Suffolk. A court was set up to hear cases brought by commoners. These were often held in the open air under the Oak. Many of the accused were from the local gentry and accused of wrongs against the working classes. Most were found guilty and imprisoned. Members of the camp who ignored the rules of behaviour were also tried. Kett and his Council wrote a petition to the Lord Protector, Lord Somerset. It was written in a respectful, courteous manner that tried to appeal to Somerset's Protestant beliefs. The 29 clauses did not call for radical changes, but a return to fairer laws from before Edward VI's reign. The clauses aimed to halt the enclosure of common land and improve local government and the clergy. Although Somerset sympathised with their requests, the King's Council did not.

On 21st July, the King's Council offered the rebels a pardon if they dispersed.

- **Q: What do the children think Kett could do? What do the children think he did?**
- E.g.: Accept the pardon and return home. Decline the pardon.
- **A: The pardon was declined.**

From 22nd July to 24th July, the rebels attacked and captured Norwich.

Kett attempted to cross Bishop's Bridge into Norwich but the small garrison there held firm. The rebels fired at Cow Tower, causing damage to the top. In a second attack the defenders were driven back, and the rebel force crossed the river Wensum and took the city. The rebels seized Mayor Thomas Codd, and several officials were killed, including Lord Sheffield, who was killed by Mr Fulke the butcher.

News of the rebellion spread throughout East Anglia and sympathetic revolts broke out across the region.

- **Q: What do the children think the King could do? What do the children think he did?**
- E.g.: Offer pardons if the protesters disperse and go home. Offer pardons to the ordinary people if they hand over their leaders. Send an army to quash them.
- **A: The King sent an army to quash the rebellion.**

On 31st July, an army led by William Parr, the 1st Marquis of Northampton, entered Norwich, but was defeated on Palace Plain the following day. The rebels then held Norwich and a large swath of countryside surrounding the city for three weeks.

- **Q: What do the children think the King could do? What do the children think he did?**
- E.g.: Agree to consider some of the rebels' demands. Ask them to come to London to discuss their petition. Send another army.
- **A: The King sent a larger army to quash the rebellion.**

A larger force of about 12,000 troops was sent to defeat the rebels. This force was led by John Dudley, the Earl of Warwick, who was an experienced military leader.

On 24th August, Warwick's forces retook Norwich, but his artillery was captured by the rebels. The rebels were forced out of the city and back onto Mousehold Heath, but Warwick's force was outnumbered and could not engage the rebels in open battle. Warwick's army was trapped inside the city. Meanwhile the rebels were able to enter Norwich at night to seize food and supplies, with support from people inside the city.

Two days later, on 26th August, Warwick's reinforcements arrived. These were 1,400 German 'Landsknecht' mercenaries. Their arrival ended the rebels' raids into the city and thus the rebels' source of supplies. The rebels couldn't survive without food.

- **Q: What do the children think Kett could do? What do the children think he did?**
- E.g.: Withdraw to find food. Give up and go home. Plan an attack.
- **A: Kett and his advisors planned a head-on battle.**

The rebels left their high ground advantage at Mousehold Heath that night and assembled at a position popularly thought by historians to be the valley of Dussindale. The rebels outnumbered Warwick's army, but they had no cavalry, which turned out to be a decisive factor in the battle. Around 4pm it became obvious that the rebels had lost.

- **Q: What do the children think Kett could do? What do the children think he did?**
- E.g.: Fight to the death. Surrender. Run away.
- **A: Kett and his brother William fled the battle scene when they realised it was hopeless.**

William fled to his home in Wymondham and Robert towards Swannington, perhaps hoping to escape to the coast. Both were captured, and Robert was held in Augustine Steward's house at Tombland, Norwich. The brothers were then sent to the Tower of London, where they were tried and found guilty of treason.

On 7th December, Robert Kett was hung in chains from Norwich Castle. This was a very painful and gruesome death which took hours. His body was left there for three years as a warning to those with a rebel spirit. William was taken to Wymondham and hanged from the church.

The battle had resulted in 3,000 rebels being killed and hundreds taken captive, with only a few casualties and fatalities on the King's side. However, these figures were those put forward by the victors.

Martial law was declared, and 300 captives were executed. This left a lasting impression on the nation. As Norwich was the second largest city in England, its rebels could not go unpunished.

Activity: Norwich Natter newspaper front page

See below for an example template and a blank template for creating your own newspaper front page. The front page should include:

- The date of the newspaper's publication
- A main headline
- A subheading for the main headline
- An accompanying story for the main headline
- A picture or line print to illustrate the main story
- A caption for the picture
- For the remaining space, an advertisement, smaller article or brief interview

NORWICH NATTER

Date

Headline

Sub-heading

News story text

Picture or line print

Caption for picture

Advertisement, interview or another news article

NORWICH NATTER

Activity: Write a diary

Try writing diary entries by someone involved in Kett's Rebellion. For example:

From the rebel camp:

- soldier
- leader
- farmer
- woman
- named rebel

From the city

- mayor
- merchant
- clergyman
- weaver/tailor
- named person

From the King's army

- soldier or mercenary soldier
- leader
- named person

A series of diary entries could provide historical facts documenting the rebellion as well as hopes and dreams, attitudes, and opinions for different sides of the argument. Think about daily routines and activities such as drilling, digging ditches, blacksmithing (e.g.: converting farming tools into weapons in the camp). You might also like to include illustrations, sketches, doodles and maps.

Activity: Letters home and sender's seal

Try **writing a letter** from someone from the rebel camp, the city or King's army (see **Write a diary** for ideas of different people).

- The letter could be to friends or family, reassuring them of the writer's safety and informing them of the events over two months of rebellion as well as their feelings and attitudes to events and hardships etc.
- The letter could be to business associates in London or abroad, reassuring them of continued trade while playing down the effect of the rebellion and praising the success of the King's forces.
- The letter could be reporting to the King or Council of a job well done, playing down the organisation and successes of rebels etc.

You might also like to design and make a sender's seal. You could use it to print an ink version of the seal design.

Activity: Character cards – Hot-seating

Suggested issue: the right to graze animals on common land

There were huge social, economic and religious changes during the 16th century which had an impact throughout society but particularly for the poor. Using role play and hot-seating, introduce and develop issues or themes connected with Kett's Rebellion and civil unrest.

One suggested issue is the right to graze animals on common land. There are some questions and suggested characters to start you off below. Adults may like to begin by modelling being questioned on the hot seat.

Divide the children into small groups and give each group a character card. As a group, children write three to five questions to ask the character on the hot seat. Questions should aim to find out about the issue/situation from that character's point of view and experience, and should encourage the character to express how they feel and how it has affected them.

The children take turns to sit on the hot seat and rehearse answering the group's questions. Each group selects someone to sit on the hot seat to answer the group's questions in front of the class.

The right to graze animals on common land: Questions to consider

- How do you feel about the enclosure of land?
- How have you and your family been affected by local enclosure of land?
- Why should/shouldn't farmers be allowed to graze their animals for free?

List of character cards

- Tenant farmer
- Yeoman farmer
- Wool merchant in Norwich
- Gentry landowner
- Townsman
- Farm labourer

The character cards are on the next two pages.

Character cards

<p>Character: Tenant farmer – illiterate. Lost some strips of land to grow crops, as the landowner has enclosed a lot of land. Most of the common land for pasture has been enclosed. Lost income from crops and is struggling to feed animals.</p>	<p>Character: Yeoman farmer – literate. Gained land. Bought land from local gentry. Enclosed all of his land with ditches or fences. Has become wealthier through sheep-farming and selling wool. Has not taken common land.</p>	<p>Character: Wool merchant in Norwich – literate. Increased yield from sheep-farmers has enabled him to buy more wool. Gained wealth through exports abroad. Increased wealth has increased his status and influence in local government.</p>
<p>Questions: How do you feel about the enclosure of land? How have you and your family been affected by local enclosure of land? Why should/shouldn't farmers be allowed to graze their animals for free?</p>	<p>Questions: How do you feel about the enclosure of land? How have you and your family been affected by local enclosure of land? Why should/shouldn't farmers be able to graze their animals for free?</p>	<p>Questions: How do you feel about the enclosure of land? How have you and your family been affected by local enclosure of land? Why should/shouldn't farmers be allowed to graze their animals for free?</p>

<p>Character: Gentry landowner – literate. Owns vast amounts of land. Has enclosed land with hedges and ditches. Leases less land to tenant farmers. Employs fewer farm labourers. Gained wealth through higher yields from more efficient farming methods used in enclosed land.</p>	<p>Character: Townsmen – illiterate. Has employment and income in city. Rents home. Grazes animals on common land to subsidise income and provide extra food. Struggling to graze animals.</p>	<p>Character: Farm labourer – illiterate. Fewer opportunities to find work. Rents home. Finding it very difficult to feed family.</p>
<p>Questions: How do you feel about the enclosure of land? How have you and your family been affected by local enclosure of land? Why should/shouldn't farmers be allowed to graze their animals for free?</p>	<p>Questions: How do you feel about the enclosure of land? How have you and your family been affected by local enclosure of land? Why should/shouldn't farmers be allowed to graze their animals for free?</p>	<p>Questions: How do you feel about the enclosure of land? How have you and your family been affected by local enclosure of land? Why should/shouldn't farmers be allowed to graze their animals for free?</p>

Activity: Freeze-frames/tableaux and thought tap

Children can create freeze-frames or tableaux to make a snapshot of time, similar to a photograph. These freeze-frames can then be used to explore a moment in time, and can also be used as an introductory activity. A particular issue or theme could be introduced and developed. Possible example events are **the last battle**, and **the arrival of a Commissioner to investigate the enclosure of land**.

Example event: A Commissioner is arriving to investigate the enclosure of land

Ask the children to show what they would be doing at various times in the day before the Commissioner arrives – e.g.: at sunrise, 11am, dinner/the main mealtime, sunset. The class and wealth of the characters would dictate their actions.

Think of what positive and negative things would come out of each moment. This provides perspectives.

Thought tap

When the Commissioner arrives, what questions will the children ask? What will they say?

Activity: Debate

There are lots of issues connected with Kett's Rebellion and civil unrest during the 16th century. Huge social, economic and religious changes occurred which had an impact throughout society but particularly on the poor.

Choose an issue or theme to be discussed from different points of view. Children could work in pairs or groups to discuss one viewpoint and then put forward their case. This could progress to children counterpointing one another's points of view.

The **character cards on p.49-51** may be useful to help think of different positions in a debate.

You may like to introduce an object that must be held before the individual/group can speak.

Activity: Wanted poster

Create a Wanted poster for Kett and the rebels using the template on the next page. There's a space for you to draw an image of rebels.

WANTED

ALIVE

KETT'S REBELS



Reward from the King

Activity: The Ballad of Kett's Rebellion

Try writing a song retelling the story of Kett's Rebellion. The lyrics don't have to include a complete story, but could focus on one aspect – e.g.: the final battle and defeat, the march from Wymondham to Norwich, the drill routine of soldiers, digging ditches for defence, the demands of the rebels, a sense of injustice, the hero Robert Kett etc.

You could choose any style of music, and could use instruments to accompany the song. You could also come up with an accompanying mime or dance.

Things to consider include:

- Organisation of songs e.g.: verses and repetitive chorus/lines/phrases
- Use of rhyme and metre in poetry or rhythm and beat in music etc
- Examining different styles of music

In the **bibliography on p.69-70** there are webpages featuring ballads of Kett's Rebellion.

Activities: Map work

Cunningham's 1558 map of Norwich, plus interactive version

Use the **map and interactive map on p.22-23** to identify buildings, features and landmarks of Norwich – e.g.: Cow Tower and Bishop Bridge. You could also match the **photographs on p.26-37** with their locations on the map.

Use a key to label a paper copy of the map with buildings/features/landmarks of Kett's Rebellion and the city during Tudor times. Colour the River Wensum and show north on the map.

Identify land use inside and outside city walls.

Co-ordinates and four- and six-figure grid references

Use the copy of Cunningham's **map of Norwich with gridlines on p.25**. Use four- or six-figure grid references to identify buildings/features/landmarks on map.

Give the children grid references to find buildings/feature/landmarks on map.

Children could produce their own questions and grid references for partners to locate and identify given buildings/features/landmarks.

Children provide grid references to create a short route to three or more landmarks.

Tourist trail around Kett's Norwich

Compare Cunningham's 1558 map with the current tourist/heritage map of Norwich. Identify Tudor buildings, landmarks and features still evident today, and use these maps to create a tourist trail for today's visitors around Tudor Norwich. Children could build in rest stops and recommend eateries etc around the city. They could write information and reviews of landmarks/eateries etc, making suggestions for how long to spend at given locations. They could include information about access for wheelchairs and pushchairs etc. They could also build in mini-tours for those with limited time.

This could develop into a tourist information pamphlet/guide for heritage and today's Norwich.

Activity: Measurement - Kett's march from Wymondham to Norwich

Resources

OS Explorers Map 237 Norwich, road atlas, local maps, Google Earth etc.

Planning a route from Wymondham to Norwich

Using relevant maps, children plan a possible route from Wymondham to Norwich.

Children can be grouped and given a mode of transport used today or in the past, e.g.: car, army lorry, bicycle, horse, horse-drawn cart, walking/marching.

Average speed of bicycle:

- moderate pace 10-12 miles (16-19.3 km) per hour
- 40-60 miles (64-96 km) per day

Average speed of horse:

- Walking pace 4 miles (6.4 km) per hour
- Riders tend to travel around 20 miles (32.2 km) per day

Average speed of fit walker:

- 3.1 miles (4.9 km) per hour
- Well-trained walkers complete 26.2 mile (marathon) in approximately 7 hours
- Well-trained walkers can walk 20-30 miles (32.2-48.3 km) per day
- Average person with breaks and a meal stop can walk 20 miles (32.2 km) per day

Thinking about their mode of transport, children prepare a route along various types of roads, lanes, footpaths and fields etc (rebels may walk across fields).

Calculate the distance travelled in miles, kilometres and metres.

Calculate the time taken to reach the destination taking into consideration the speed limits for vehicles, and possible speeds of the different methods of transport.

Depending on the age and ability of children, scale may be introduced to calculate distances shown on maps.

You may also be [interested in a webpage detailing a planned walk from Norwich to Wymondham via Kett's Oak in 2018.](#)

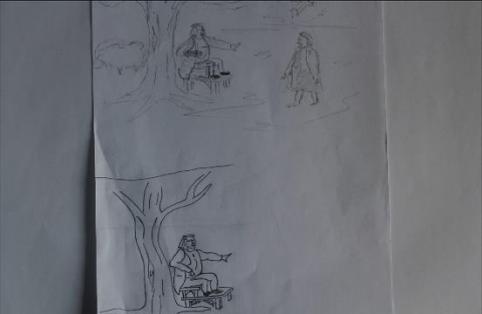
Activity: Making polystyrene line prints

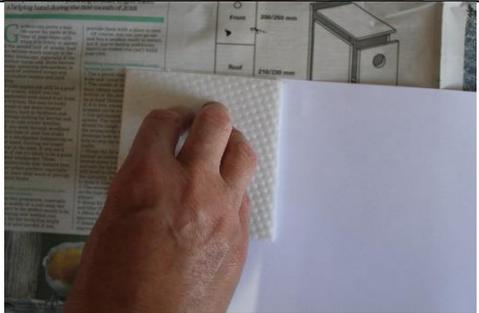
Materials

- Drawing paper
- Printing paper
- Tracing paper
- Newspaper
- Tape
- Polystyrene tiles. These can be purchased or made from polystyrene pizza bases
- Printing ink
- Roller
- Palette/tray
- Pencil
- Rubber
- Ruler
- Scissors or craft knife



Method

Instructions	Visual aid
<p>Cut polystyrene tiles to desired size, e.g.: 10cm x 10cm (which is larger than newspaper format). Cutting with a craft knife will give smoother, more accurate lines</p>	
<p>Draw your illustration for the newspaper article. The drawing should be simple with clear lines and no shading. The drawing should be a little larger than the polystyrene tile.</p>	
<p>Using tracing paper, trace the illustration and make sure it has clear, dark lines.</p>	
<p>Place the tracing paper pencil-side down on the polystyrene tile. Ensure that the desired illustration covers the tile. The tracing paper can be taped down to make sure it doesn't move.</p>	
<p>Gently trace over the lines of the illustration onto the tile. Check that pencil lines appear on the tile. Remove the tape and tracing paper from the tile.</p>	
<p>Carefully pencil over the illustration lines on the tile, pressing gently to create a groove. This should be repeated rather than pressing down hard.</p>	

<p>Cover surfaces to keep them clean. Place a sheet of printing paper on a sheet of newspaper so that it can be lifted or moved during printing.</p>	
<p>Squeeze a small amount of printing ink into the palette/tray. Use the roller to spread the ink. Roll up and down the length of the palette until the ink becomes tacky and the roller leaves ridges in the ink.</p>	
<p>Run the roller onto the tile over the pencil lines until the tile is covered.</p>	
<p>First row: Carefully place the tile ink-side down onto the left-hand corner of the printing paper. Press down firmly. A clean roller can be carefully rolled over the back of the tile to help press the tile down evenly.</p>	
<p>Lift the tile carefully, tilting up from one edge.</p>	
<p>Repeat the print on the right-hand side of the first print.</p>	
<p>Repeat the print again creating three consecutive prints.</p>	

<p>Reapply the ink to the tile after three prints. Run the roller up and down the palette/tray until the ink is tacky. Cover the tile again.</p>	
<p>Repeat sets of three prints until the top row of printing paper is covered. The tile may go off the paper onto newspaper.</p>	
<p>Second row: Reapply ink as described. Place first print under second print of first row. Place second print under third print of first row and continue pattern until print reaches or goes over the edge of the paper on the righthand side. Place a third print under first print of second row to complete row.</p>	
<p>For A4 size printing paper place third print under first print of first row to complete design.</p>	
<p>Once dry cut out one print. Trim to fit rectangle on newspaper format. (8cm wide, 7cm tall) and stick on.</p>	
<p>Wash polystyrene tile allow to dry and use again.</p>	

You can also try using several different colours of ink, which can be layered up. Apply one colour (e.g.: yellow) in the same way and print so that the position of the first, second and third prints in each row vary. Once the page has been covered with prints of one colour, wash and dry the tiles. Then remove pieces of the picture on the tile. This way, when the tile is used again, the altered parts will remain the colour already printed.

Apply another colour of ink (e.g.: blue) to the edited tile. Carefully lay over the original prints. This will give a 3D effect, as you'll be able to see not only blue and yellow, but also green where the blue and yellow have mixed.

You can remove further pieces from the tile and print again in another colour if you wish. This method works better with larger, less detailed designs. The polystyrene deteriorates with use but can be repaired with tape on the back. These variations add to the design.

Activity: Weaving

There is an image of each style of loom after the weaving instructions.

Warp-and-weft weaving with paper strips

Materials

- Sheet of paper
- Strips of brightly coloured paper which are 2.5cm wide. They should be 5cm longer than the width of the sheet of paper
- Scissors
- Glue

Method

Take a square or rectangle of paper and fold it in half, with the short ends together. Cut evenly spaced slits (e.g.: 2.5cm apart) starting from the folded edge and stopping 2.5 cm from the opposite edge (open end). Children may find this tricky even with lines to cut along and a border to stop at.

Unfold the paper. Weave a strip of paper over and under the slits. Leave tails at both ends. Slide the woven strip to the top.

Take the next strip and reverse weave it – i.e.: go under and over, rather than over and under. Repeat this step, alternating the weave each time, until the paper is full.

Fasten off the tails of the paper. Fold the end of each tail underneath the edge of the paper and glue in place.

You could also frame the weaving, and decorate the frame.

Warp-and-weft weaving using paper plates or circles

Materials

- Paper plate or card circle
- Materials to weave
- Thread
- Scissors
- Pencil
- Ruler
- Tape

Method

Draw a line across the middle of the circle or plate, dividing it in half. Draw another line dividing the circle into quarters. Draw two more lines as though dividing a pizza into eight equally sized pieces. (You can create different numbers of warps in this way.)

Cut eight slits (1-2cm long) into the edge of the circle along the lines drawn. Paper plates may have a rim to cut up to.

Slide thread into a slit and fasten at the back with tape. Take the thread across the circle following the pencil line to the opposite slit. Slide thread through this slit, out through adjacent slit and take across the circle to the opposite slit. Repeat until you have eight warp threads. Fasten at the back with tape.

Choose a material to weave and cut to length if needed. Tie the material to a warp thread at the centre of the circle and weave over and under around in a circle.

Change material. Reverse weave. Go under and over the warp threads rather than over and under. Continue to weave until you're happy with the result. It doesn't have to reach the edge of the circle.

Pipe cleaners can be twisted and secured.

Warp-and-weft weaving on a cardboard loom

Materials

- Cardboard
- Wool
- Thread
- Scissors
- Tape
- Ruler
- Materials for weaving
- Needle if required

Method

Take a square or rectangular piece of cardboard and cut an even number of slits (e.g.: 10) into two opposite sides. Make sure the slits are evenly spaced.

Slide wool or thread into the first slit and fasten with tape on the back of the card. On the front of the card, take the thread to the opposite slit and slide thread towards the back of the card. From the back of the card slide the thread through the next slit towards the front. Continue until each slit has a warp thread on both sides of card. Fasten at the back of the cardboard with tape or tie the ends of the thread together.

Optional: Slide a ruler under the warp threads on its side to hold the warp up to make weaving easier (see picture below).

You can use a variety of materials to weave through the warp to create decorations – e.g.: wool, thread, string, ribbon, tape. These can be left attached to the frames for display or fastened off.

To begin weaving, cut a length of your chosen material, e.g.: thread. Weave from ‘weft’ to right (left to right). Tuck the tail of the thread in the first slit.

Weave the thread over then under, over then under each warp thread until you reach the last one. Weave back from right to left. If you finish on an **under** begin on an **over** and continue to weave over and under to the last warp. This is called a **Tabby Weave**. The weft can be woven over and under each warp or over two and under two, like the traditional Tudor Norfolk weave.

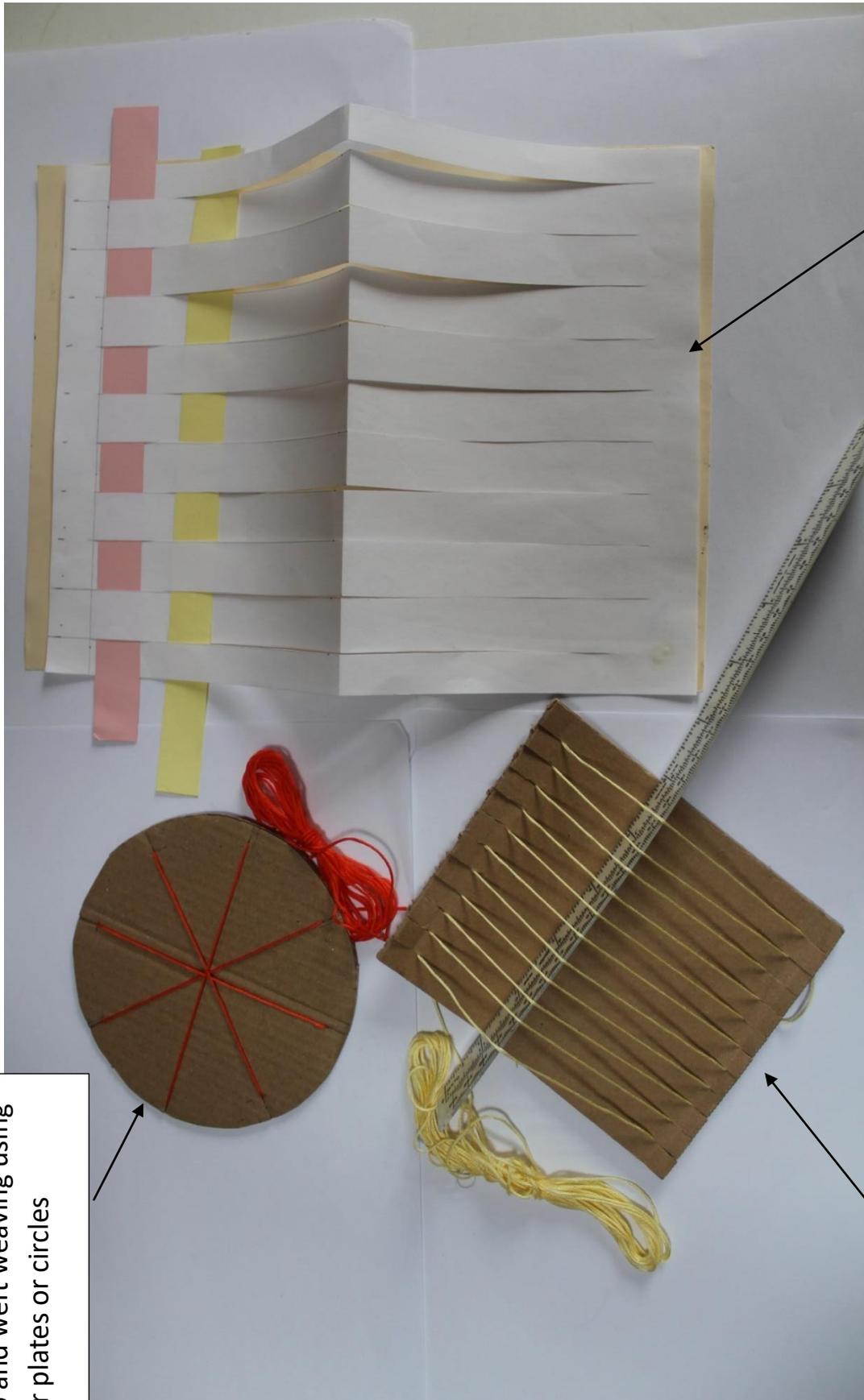
As the thread runs out change thread. This can be done in the middle of the loom but is easier from one end. Leave a tail of thread to be fastened later. From the middle resume the weave just behind the last one.

Blunt thick plastic needles can be used to aid weaving or you can cover the end of the thread with tape, like a shoelace.

Once the weave is finished, fasten off the tail ends. Push each tail end lengthways through the weave of the first warp.

To remove weave from card, cut the middle of each warp from the back of the cardboard. Pull two adjacent threads from their slits and double-knot together close to the weave. Repeat for each pair of warp threads. Remove from the loom.

Image of the three looms



Warp and weft weaving with paper strips

Warp and weft weaving using paper plates or circles

Warp and weft weaving on a cardboard loom

Weaving with natural and found materials

Try arranging a scavenger hunt to gather materials for weaving. You could be on the lookout for natural materials such as grass, twigs and leaves etc, along with found artificial materials such as tin foil, wrappers, plastic, paper, plastic bags etc. Choose which of the weaving methods would be most appropriate for the materials you find.

Weaving with twigs

Looms can be fashioned from twigs. Tie ends of twigs together to form squares, rectangles or triangles. Tie warp threads to twig frame.

Use twigs with a deep fork to create a pronged loom. Wool, string or other materials can be wound and/or tied around the twig to create the warp, although a more irregular weave can be fashioned without clear warp and weft.

Use various materials to create an irregular weave.

No-nail and thread art

Nails, pins and drawing pins are sometimes used to create pictures and patterns but you can also create similar art with pencils/pens and/or thread.

On prepared grids or two-armed axis join up numbers to create Spirograph-style weaves. Begin on squared or graph paper using a ruler pencils or pens. Introduce additional axes to continue pattern. Progress to thin card and use thread to create patterns.

Activity: Using natural dyes

You can achieve a range of colours by dyeing cloth using various plant matter, fruit and vegetables. There are some suggestions below.

Colours

- **Yellow:** try turmeric roots or powder, pomegranate rind, orange or lemon peel.
- **Orange:** try onion skins.
- **Blues/purples:** try blackberries, blueberries, red cabbage.
- **Red:** try beetroot, raspberries, cranberries, or their juice.
- **Brown:** try coffee, tea, walnut hulls, paprika.
- **Green:** try spinach, artichoke (NB: green seems less successful than other colours).

R Thompson found red cabbage and onion skins very effective, but the whole school smelt of their aroma!

Materials

- Fabric such as cotton. This can be cut from sheets or t-shirts etc or you can dye clothes directly. Natural undyed cotton works best.
- Plants, fruit or vegetables to create dyes.
- Salt and/or vinegar for mordant or fixing agent.
- Cold water.
- One or two saucepans large enough to hold plant matter and wet fabric.
- A measuring cup or a container (e.g.: a small yogurt pot) to create a unit measure to represent a cup
- Containers to hold dyes.
- A colander, sieve or muslin/tea towel to strain dye.
- Tongs to lift fabric.
- Protective gloves.
- Knife and board for chopping.
- A means to dry fabric.
- For tie dye, string or wool.

Method

1. Make dye

For plant or berry dye, chop plants or berries etc into 1-2cm pieces and place in saucepan. Add twice as much water as plant matter. The water should cover the plant matter or berries etc.

For turmeric dye, use turmeric powder or fresh root ground or pureed. Use one cup turmeric to 4.5 litres of water. Can be left to soak without heating. Can be used without

mordant. **NB:** turmeric powder sticks to anything it touches. Use gloves and strain with cloth.

Once you have completed one of the above steps (depending on chosen dye), place the saucepan on the heat. Bring to a boil and simmer for an hour. Time permitting, dye can be left overnight **without heat** for a more intense colour.

Strain off plant/berry/turmeric matter and keep the dye.

2. Make mordant/fixative

This fixing agent will help to retain the colour of the dyed fabric and prevent it from washing away. Cotton resists colour more than wool or silk.

When using fruit to dye fabric use a salt fixative. Use half a cup of salt in eight cups of water. Pour into the saucepan, add the fabric and simmer for one hour. Time permitting, leave to soak overnight **without heat**.

When using plants or vegetables (including turmeric) to dye fabric, use a vinegar fixative. Use one cup vinegar and four cups water. Pour into saucepan, add the fabric and simmer for one hour. Time permitting, leave to soak overnight **without heat**.

Ensure there is enough room for the fabric to move about in the saucepan. Don't over-fill with fabric. When finished, remove the fabric from the pan and rinse under cold water. Fabric can be dyed straight away or left to dry out.

3. Dyeing the fabric

Place wet fabric in the dye solution. Simmer until the fabric has reached the desired colour and shade. Once dried the fabric will be lighter, so you may wish to wait until the fabric is darker before removing from the dye solution.

Wash the fabric under running cold water until the water runs clear. Hang out to dry.

You could use string or wool to tie the fabric before dyeing to create patterns and shade variation.

There are more ideas and tips for natural dyeing in the **bibliography on p.69-70**.

Activity: Design a rebel banner

Kett's rebels marched with brightly coloured banners. Try designing your own, taking into account layout, wording, colour and shape.

Writing could include short slogans using alliteration or rhyme to express the rebels' demands. They could identify the hundred, town or village the rebels represent.

These could be made on card or paper and coloured or painted, or made from fabric dyed using natural dyes (**see instructions on natural dyes on p.66-67**) or fabric paints and pens.

Activity: Heraldry

Use the English Heritage website to investigate heraldry. You can [find information on heraldry](#), including the five traditional colours used and their heraldic names; heraldic ordinaries (simple shapes used on heraldic shields, e.g.: cross or chevron); and heraldic charges (emblems, e.g.: crosses and stars). There is also a downloadable activity pack.

After you've learned more about heraldry, try creating your own heraldic design or coat-of-arms that can be displayed on a shield.

Activity: Weaponry

Investigate weapons used during the 16th century. You can find out more by [visiting the Royal Armouries Leeds website](#), and by referring to Kett 1549: Rewriting the Rebellion by Leo R. Jary (see **the bibliography on p.69-70**).

Acknowledgements

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Bibliography and recommended media

Books

Cussans, Thomas, *The Times Kings and Queens of the British Isles (A History of Monarchy)*, Harper Collins, 2017

Jary, Leo R, *Kett 1549: Rewriting the Rebellion*, Poppyland Publishing, 2018. This is an excellent resource providing numerous maps, pictures, diagrams and detailed information. Jary also puts forward a supported case for the site of the last battle of Dussindale. The hardback edition contains coloured versions of the maps etc.

Websites: Kett's Rebellion

<https://blogs.bl.uk/digitisedmanuscripts/2016/11/ketts-demands-being-in-rebellion-1549.html> - sources including images of signatures from Kett's Demands

<https://www.britainexpress.com/History/tudor/ketts-rebellion.htm> - general information

https://en.wikisource.org/wiki/Kett%E2%80%99s_Demands_Being_in_Rebellion - Kett's 29 demands

https://wiki.kidzsearch.com/wiki/Kett%27s_Rebellion - general information on the Rebellion

<https://spartacus-educational.com/TUDkettR.htm> - outline of Rebellion images and sources

<https://www.tes.com/teaching-resource/why-did-kett-s-rebellion-happen-6363646> - includes 12 demands translated into standard English and activities

<https://thehistoryofengland.co.uk/resource/robert-ketts-petition-1549/> - Kett's Demands

<https://collections.royalarmouries.org/#/objects> - 16th century weaponry

Websites: Norwich history and heritage

www.norwich-heritage.co.uk - resource on Norwich heritage

http://www.norwich-heritage.co.uk/norwich_maps/1558_Cunningham_map_July2018.shtm - interactive version of Cunningham's map

<https://www.youtube.com/watch?v=N9Dx61x9foc> - Pub Talk: Kett's Rebellion and the Oldest Pub in Norwich (retelling the story of the Rebellion including sites around Norwich)

Websites: Craft activities

<https://lifestyle.howstuffworks.com/crafts/nature-crafts/nature-craft-activities-for-kids4.htm> - natural dyes

<https://muddyfaces.co.uk/activity/natural-dyes/> - natural dyes

<https://www.playfullearning.net/resource/all-natural-tie-dye-diy/> - natural dyes

<https://www.tes.com/teaching-resource/natural-dye-activities-6290661> - natural dyes

<https://www.wearingwoad.com/top-five-safe-and-fun-natural-dyes-to-use-with-kids/> - natural dyes

<https://www.metmuseum.org/metmedia/video/metkids/metkids-create/weave-on-a-mini-loom> - creating a cardboard loom and weaving

<https://www.english-heritage.org.uk/guide-to-heraldry> - heraldry activities

Websites: Kett ballads

<http://www.mrtanthemusicman.com/sing-rebellion.php> 'Rebellion' by Mr Tan the Music Man

<https://www.youtube.com/watch?v=-QXl1BDj4qo> 'Ballad of Kett's Rebellion' by Tim Chipping and Gareth Calway

<https://www.youtube.com/watch?v=NxA1Fu6XHr8> 'Ballad of Kett's Rebellion' read by Gareth Calway and chorus sung

History podcasts and videos

<https://www.Englandcast.com/2020/07/tudor-minute-july-31-ketts-rebellion-starts-to-turn/>

<https://podtail.com/en/podcast/tudor-history-with-claire-ridgway/august-25-kett-s-rebellion-causes-trouble/>

<https://www.youtube.com/watch?v=9mUmt9J6> FE On This Day in Tudor History: The Battle of Dussindale

<https://www.youtube.com/watch?v=N9Dx61x9foc> Pub Talk: Kett's Rebellion and the Oldest Pub in Norwich (retelling the story of the Rebellion including sites around Norwich)

TV programmes:

Britain's Most Historic Towns (Channel 4) – [Episode 4, Tudor Norwich](#)

Recommended media

Sansom, CJ, *Tombland*, [Macmillan](#), 2018. This is the seventh in Sansom's Shardlake series. It is a historical mystery novel set in the summer of 1549. Shardlake, a lawyer, visits Norwich in order to investigate the case of a possible 'Boleyn' and becomes embroiled in events. The book provides a unique insight into camp life on the Heath and the streets of Tudor Norwich. Please check suitability if recommending to children.

Britain's Lost Battlefields with Rob Bell (Channel 5) – [Season 1, Episode 6: Class War in Tudor England](#)