The National Archives

The National Archives Education Service

Significant Events

What happened then?

Teacher's Notes and Transcripts

Significant Events

Lesson at a Glance

Suitable For: KS1

Time Period:

Medieval 974-1485 to
Post-war 1945 - present

Curriculum Link:

Events beyond living memory

Significant Events

Introduction

From the sealing of Magna Carta, the coming of the Armada, the Great Fire of London, a Christmas ceasefire on the Western Front in 1914 to Decimalisation in 1971, this selection of sources, based on records held at The National Archives, can be used in the primary classroom to support the National Curriculum element 'significant events' beyond living memory. The collection is by no means exhaustive, but contains some of the popular choices and other suggestions for teaching this topic. We hope to add to the collection over time. In addition, we have provided links to other useful resources for 'significant' events.

The sources can be used within any scheme of work which is based on developing a sense of chronology where pupils can see that a particular 'significant event' fits into a time frame. Again working with sources in this way will help pupils to register similarities and differences between aspects of life between periods, for example comparing the Great Exhibition of 1851 with the Festival of Britain in 1951. Other 'events' sources can be used to consider questions of what we are remembering and why? Have things always been the same? Why have some things changed?

Find the document collection online here:

http://www.nationalarchives.gov.uk/education/resources/significant-events/

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Teacher's notes

Historical enquiry is central to the content of the National Curriculum. For pupils to develop the skills of enquiry, they need to see how primary sources are used to make historical claims, and grasp how and why contrasting interpretations of the past have been constructed in order to move away from the notion that historical study means learning a list of dates, people or events. Pupils should be encouraged to ask questions, think critically, weigh evidence, sift arguments and reach conclusions. It is also hoped that they will make connections through studying contrasting periods of history and to help develop a sense of historical perspective.

Primary school pupils may not understand that original sources provide the foundation for understanding about the past or that any interpretation can vary according to the sources studied.

To help introduce your pupils to the concept of primary sources, you could ask them to bring into class a collection of sources that help tell their own history: photographs showing them as a baby or toddler, copy of a birth certificate, birthday card, an old toy, first school /nursery report, holiday snaps, video clips and so on. This will help children grasp the fact that a primary source comes from the particular time period and is evidence of the past. Therefore, for historians, this could be an eyewitness account, diary, photograph, letter, poster, report, painting, seal, or cartoon.

Again, many pupils may be used to reading or sharing narrative history textbooks which use sources purely used as illustration. In order to get them to think more historically it means getting them to look at the source as a thing in itself. Therefore it is important to provide the opportunity to study an original document (or good copy of one) rather than an extract or let them study an original photograph or seal rather than a modern day artist's illustration in a book.

To engage your groups with original sources use clear prompt questions to help them evaluate them and draw out inferences. What type of source is it? (Photograph, picture, letter, poster, seal, report); Where is it from? Who is it for? When was it created? Interrogation of the nature of a source in this way will help them to develop lines of enquiry and encourage them to draw their own conclusions.

Learning to interrogate sources will help build pupils' historical vocabulary and understanding that we find out about the past from these sources. In some cases, we have provided two sources per 'significant person' to show the value of looking at more than source and provide opportunities for further source comparison. All text sources have transcripts and simplified transcripts where appropriate to support pupils.

Layers of an onion

Working with sources is like exploring the layers of an onion. The first layer, 'What is said/shown' (photograph/cartoon/pictures) can provide information. However pupils need to be encouraged to delve more deeply into the other layers of the source onion. 'How are things being said/shown?' (Photographs may be posed in particular fashion, paintings idealised, the creator's purpose evident).

Understanding the type of a source and its context is central for unlocking its meaning and prevents pupils from taking it at face value or dismissing it as useless or 'boring' because it does not provide enough information. For example if the class is examining the poster in this collection about commemorating the Battle of Britain, they need to consider the language and imagery used in the poster but also ask why a poster, and not some other kind of source has been used to convey this information.

Extending the range of sources for consideration on the same subject can help to provide more context and widen the level of enquiry and historical understanding. As result pupils will appreciate that some sources are more helpful for different enquiry questions and sources can be checked against other to help them in their evaluation. Again, if a caption is provided within an original source, especially for a photograph or cartoon, discuss with your pupils if it adds to their understanding. To make a point about the use of captions, you could even change a caption of a given source and discuss how you have used the caption to alter the meaning of a source.

Tasks

1. Select any 'Significant event' source

   Use the prompt questions when you are working with your chosen source.

   [Print out questions or divide them up and write onto cards so that pupils can work in pairs. Use print outs of the source from the website or a projection of it on a whiteboard. Young pupils may need further prompting and support to address the later questions.]

   Note: Most of these questions can be applied to any type of primary source. The first four questions concern the process of identification of a source and the later process of interpretation.

   a. What type of document is it? (photograph, letter, illustration, poster, map)
   b. Who produced it? Do you know anything about the author/creator?
   c. When was it written/produced?
   d. When looking at text sources can you explain meaning of any key/difficult words
   e. Why was the source written/made?
   f. What is the source saying/showing about this event?
   g. Does the source relate to a particular historical event?
   h. How reliable is the source and does it have any limitations?
   i. How similar or different is this source to others from this period about this event that you may know about? If so, can you explain why?

2. Divide the class to look at different history text books on a particular event

   - Can the pupils find other historical sources on their significant event?
   - Can the pupils discover if the text books support anything they have learnt from the original sources in this collection?
   - Do their textbooks tell them anything different/new about the significant event?
   - Can the pupils find any more primary sources about their significant event on The National Archives Education web site? http://www.nationalarchives.gov.uk/education/
   - Now to take your investigation wider, compare one event, another event from a different time and explore through further discussion and research the differences between aspects of life in each period.

<u>Further practice with historical sources:</u>

Go to Start Here in our website called The Victorians and get help from our two video presenters about different types of sources for the Victorian period. The video introduces the concept of sources and is followed by a starter activity using a Victorian photograph modelling a useful questioning technique.

Finally, all of our searchable online lessons are categorised according to this National Curriculum focus which is recorded in the 'Lesson at a Glance panel'. We hope this will flag up further useful primary sources and related lesson activities for teachers when approaching this topic.

Questions

What type of document is it? (photograph, letter, illustration, seal)

Who produced it? Do you know anything about the author/creator?

When was it written/produced?

When looking at text sources can you explain meaning of any key/difficult words

Why was the source written/made?

What is the source saying/showing about this event?

Does the source relate to a particular historical event?

How reliable is the source and does it have any limitations?

How similar or different is this source to others from this period about this event that you may know about? If so, can you explain why?

Transcripts

The following pages contain transcripts of some of the documents contained within this collection. For some documents, we have chosen not to transcribe the text as the document is intended as a visual example of material relating to a significant individual rather than a source for young students to read and learn from. The content of the source, while connected to the individual, may not be as relevant to the study of that person as the existence of the source itself.

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The Spanish Armada

Extract from a letter to Sir Francis Walsingham from John Hawkins, vice admiral in the battle in which saw the defeat of the Spanish Armada in 1588, (Catalogue ref: SP12/213 ff164-5)

Transcript

nowe this fleet is heere and very forcible, and must be wayted upon with all our force, which is littell ynoughe, ther would be an Infinite quantity of powder and shot provided and contitinuallye sent aborde, without the which great hasarde may growe to our Country, for this is the greatest and strongest combinacion to my understanding, that ever was gathered in Christendome, therefore I wishe it of all hands, to be mightelye and diligentlye loked into, and cared for.

The men have ben long unpayed and need releef, I pray your Lordship that the mony, that should have gone to Plymothe may now be sent to Dover, August now comethe in, and this cost will spend ground tackle, Cordage, Canvas and victualls, all which would be sent to dover in good plentye. withe these things and gods blessinge our kingdome maye be p[re]served which being neglected great hasard maye come. I write to your Lordshipe bryeflye and playnlye, your wisdorne and experience is great, But this is a matter far passing all that hathe been seene in our time or long before. And so praying to god for a hapye deliveraunce, from the malicious and dangerous practise of our enemys, I humblie take my leave from the sea aboarde the victorye. the Last of July 1588. [31st July]

The spaniards take ther course for Schotland, my Lord dothe follow them. I doubt not with gods favour, but we shall impeache ther landinge, ther must be order for victuall, and mony powder and shot to be sent after us.
your Lordship's Humbly to comand
John Hawkyns

This is the copy of the letter I send to my lord tresorer wher by I shall not nede to wryt to your honoure hellp us with fournyturre & with gods favour we shall confound ther devyces [plans] your Honours ever bownden
I pray your honour beare with this for yt ys done in hast & bad wetar. I.J.

John Hawkyns

The Spanish Armada

Extract from a letter to Sir Francis Walsingham from John Hawkins, vice admiral in the battle in which saw the defeat of the Spanish Armada in 1588, (Catalogue ref: SP12/213 ff164-5)

Simplified Transcript

The fleet is here and very strong, and we must face it with all our force, which is not very much, we will need a lot of gun powder and cannon balls to save our country from danger, for this is the greatest and strongest fleet to my understanding, that ever was gathered in Christendom, therefore I hope everybody works hard and takes care.

The men have not been paid for a long time and need support, I pray your Lordship that the money, that should have gone to Plymouth may now be sent to Dover. It is now August and this money will be needed to be spent on anchors, rope, canvas (for sails) and food, all of which should be sent to Dover in large quantities. With these things and God's blessing our Kingdom maybe saved, without this we face great danger. I write to your Lordship briefly and honestly, your wisdom and experience is great, but this is a matter so great, we have never seen anything like it in our time or long ago.

And so praying to God to save us from the evil and dangerous actions of our enemies, I humbly take my leave. The last of July 1588. [31st July]

The Spaniards sail towards Scotland, my Lord follows them. I doubt they sail with God's blessing, but we shall stop them landing. There must be an order requested for food, and a lot of gun powder and shot to be sent after us.

Your Lordship's humble servant

John Hawkins

This is the copy of the letter I send to my Lord Treasurer as I to write to your honour for help with supplies & with God's blessing we shall defeat their plans [the Spanish].

I pray your honour forgive this letter as it is written quickly & in bad weather.

John Hawkins

The Gunpowder Plot

Letter to Lord Monteagle warning him to stay away from the opening of Parliament, 26 October, 1605, (Catalogue ref: SP 14/216/ Pt1. f11a)

Transcript

My lord, out of the love I beare to some of youere frends, I have a care of youre preservacion, therefore I would aduyse you as you tender your life to devise some excuse to shift youer attendance at this parliament, for God and man hath concurred to punishe the wickedness of this tyme, and thinke not slightly of this advertisement, but retire yourself into your country, where you may expect the event in safety, for though there be no apparance of anni stir, yet I saye they shall receive a terrible blow this parliament and yet they shall not seie who hurts them this cowncel is not to be contemned because it may do yowe good and can do yowe no harme for the dangere is passed as soon as yowe have burnt the letter and i hope God will give yowe the grace to mak good use of it to whose holy proteccion i comend yowe.

Simplified transcript

My lord, out of the love I have for some of your friends, I want to make sure you are safe. Because of this I would advise you to not attend this sitting of parliament because God and man have agreed to punish the wickedness of this time. Do not think this is a joke, go to your estate in the country where you will be safe, because although there is no sign of any problem yet, this parliament will receive a terrible blow, but they will not see who it is that hurts them. This advice should not be ignored as it may do you some good, and it can do you no harm because the danger will have passed as soon as you have burned this letter. I hope God grants you the grace to make good use of it, and that he protects you.

The Great Fire of London

Report from the London Gazette on the spread of the Great Fire, September 1666. (Catalogue ref: ZJ 1/1)

Originally, the London Gazette was first published as The Oxford Gazette on 7 November 1665 when Charles II and his court left London for Oxford to escape the Great Plague in 1665.

Transcript

London, Sept. 2

About two a clock this morning a sudden and lamentable fire brake out in this City, beginning not far from Thames Street, near London Bridge; which continues still with great violence, and hath already burnt down to the ground many houses thereabouts; Which said accident affected His Majesty with that tenderness and compassion that He was pleased to Himself in Person with His Royal Highness to give order that all possible means should be used for quenching the fire, or stopping its further spreading. In which care, the Right Honourable the Earl of Craven was sent by His Majesty, to be more particularly assisting to the Lord Major and Magistrates; and several companies of His Guards sent into the City, to be helpful what ways they could in so great calamity.

Simplified transcript

About 2'o clock this morning a sudden and distressing fire broke out in this city starting near Thames Street, near London Bridge. It still burns strongly and has burnt down many houses in the area. The King has been very worried and concerned about it and has personally ordered that everything must be done to put out the fire and stop it from spreading. Therefore, he has sent the Earl of Craven to help the mayor and the magistrates (men responsible for the law) and some of his soldiers into the city to help in any way they can in this terrible event.

Attempt to steal the Crown Jewels

Extract from a hand-written newsletter to Mr Kirke, 9 May 1671, (Catalogue ref: SP 29/289/187).

After the execution of Charles I in 1649 many of the Crown Jewels were sold or destroyed. When the monarchy was restored in 1660, two new sceptres and an orb were made for the coronation of Charles II in 1661. Charles II allowed the Crown Jewels to be shown to members of the public for a viewing fee paid to a custodian who looked after the jewels at the Tower of London. In 1671 Thomas Blood was the first and only man who attempted to steal them. After that, the Crown Jewels were kept under armed guard in a part of the Tower known as the Jewel House.

Transcript

The 5th, 5 men coming on horseback to the Tower at about 6 in the morning 3 allighted whilst the other 2 held their horses these 3 went into the Tower to see the Crowne, one a Clergy habit & when admitted two of them who went in to the rooms whilst the other 3rd stayed at the door bound wounded and gagged Mr. Edwards who had the custody of it and carried away the Crowne, Mr. Edwards son coming in and finding his father in that condition pursued, one of the villains shot at him but mist him, as also the sentinels but they were soe closely followed that 2 were taken about the Iron Gate old Blood who went under the name of Ailoffe, the priest disguised & one Perot & afterward young Blood by a fall from his horse about Gravell Lane who went under the name of Hunt and was the same that seized the Duke of Ormond. They were brought to Whitehall & sent to Custody the other 2 escaped.

Simplified transcript

The 5th: Five men on horseback came to the Tower at about 6am. Three [men] got off and went into the Tower to see the Crown whilst the other two men held their horses. One had on a clergyman's robes, when let in two of them went into the rooms and the third stayed behind the door, bound, wounded and gagged Mr Edwards who was the keeper [of the Crown] and carried away the crown. Mr Edward's son coming in and finding that his father had been hurt ran after [them]. One of the villains shot at him but missed, as were the guards but they kept up with them and captured two near the Iron Gate, old Blood who was disguised as a priest called Ailoffe and one called Perrott. Afterwards Blood's son [was captured] when he fell from his horse near Gravel Lane, he was named Hunt and was the person who had kidnapped the Duke of Ormonde. They were brought to Whitehall and taken into custody, the other two escaped.

Glorious Revolution 1688

An extract from a letter sent to the Prince of Orange inviting him to become King of England, 30 June 1688, (Catalogue ref: SP 8/1/224)

This letter was signed by seven English noblemen known as the 'Immortal Seven' who invited William of Orange to be King of England to depose King James II (1685-88). In the letter, '35' was a secret code for Edward Russell, Admiral of the Fleet and leading politician. James II was unpopular because of his support of the Catholic religion. William of Orange was married to Mary, eldest daughter of James II by his first marriage to Anne Hyde. Mary had been brought up as a Protestant. When James married again, and his wife Mary of Modena gave birth to a son, James Francis Edward Stuart, the 'Young Pretender', fears grew for the creation of a Catholic monarchy. William of Orange arrived in England in November 1688 and faced little opposition, the event became known as the Glorious Revolution.

Transcript

June the 30th 1688

We have great satisfaction to find by 35, and since by M. Zulestein, that your Highness is so ready and willing to give us such assistances as they have related to us. We have great reason to believe that we shall be every day in a worse condition than we are and less able to defend ourselves, and therefore we do earnestly wish we might be so happy as to find a remedy before it be too late for us to contribute to our own deliverance; but although these be our wishes yet we will by no means put your Highness into any expectations which may misguide your own counsels in this matter, so that the best advice we can give is to inform your Highness truly both of the state of things here at this time and of the difficulties which appear to us. As to the first, the people are so generally dissatisfied with the present conduct of the Government in relation to their religion, liberties, and properties (all which have been greatly invaded), and they are in such expectation of their prospects being daily worse that your Highness may be assured there are nineteen parts of twenty of the people throughout the Kingdom who are desirous of a change;

Simplified transcript

We are so pleased to hear that your Highness is willing to help us. We strongly believe that England gets worse by the day and we need to protect ourselves before it is too late. We don't want to give the wrong picture about things and think it is best to explain what is happening. First of all, the people are very unhappy with the present Government which threatens their religion, freedom and property daily. You can believe that 19 out of 20 people want a change of king...

Battle of Waterloo

Map entitled 'Sketch of the Battle of Waterloo', (Catalogue ref: MPH 1/387/3)

Transcript

SKETCH of the BATTLE

of

WATERLOO

Fought on the 18th June 1815 between the Allied Army under the Command of His Grace The Duke of WELLINGTON and that of the French led by

NAPOLEON BUONAPARTE

1. British Troops in Position
2. The Infantry which formed Squares & were repeatedly charged by the Enemy's Cavalry.
3. The French Cuirassieurs [cavalry equipped with armour and firearms] before and after their charge.
4. The Wood which the Enemy so obstinately endeavoured to obtain but without success
5. The French Columns of Infantry of the Guard formed for the attack.
6. High Hill on which there is a Telegraph & from which Buonoparte [Boneparte] directed the movements of his Troops.
7. Road by which the Prussians advanced in the evening of the 18th.
8. Road by which the Enemy retreated.

Peterloo massacre 1819

An engraving showing the forcible dispersal of a reform meeting in St Peter's Field, Manchester, 16 August 1819, (Catalogue ref: MPI 1/134/19)

Transcript

A MEETING OF THE RADICAL REFORMERS took place on Monday, August 16th 1819 on St. Peter's Place, Manchester. And H. Hunt Esquire presided and in a short space of time the Yeomanry came in full gallop upon them, when numbers (dreadful to relate) were rode over and several severely cut by their Swords, some were killed, and a great number wounded together, near One hundred. Above one hundred thousand people were assembled.

Published August 27 1819 by J. Evans and Sons, 42 Long Lane, West Smithfield

[Key]

A. Mr. Hunt taken into Custody by the soldiers and Police Officers

B. Mr Joseph Johnson [editor of the Manchester Observer] seized by the police

C. Mr. J. T. Saxton Printer by the same

D. Sarah Hargreaves of the Female Union

E. Soldiers pulling and cutting down the Flag and banner of the reformers

F. The Yeomanry charging

G. The house were [where] the Magistrates sat

H. Constables and Special Constables

I. The 15th Hussars and 31st Regiment of Foot

Early railway transport 1825

Document to show the cost of the Liverpool to Manchester Railway as estimated by its engineer and designer, George Stephenson. The railway was opened in 1830, but building had started in the 1820s. It was the first railway to completely run on steam power and have a signalling system, (Catalogue ref: RAIL 1148/1/f6) February 1825.

Transcript

Estimate of the Expense of the proposed Rail Road from the Port of Liverpool to the Town of Manchester

Forming Excavation & embankments	37,599	2	5
Bridges & other masonry	16,920		
Stone Blocks at ¼ each	15,957	6	8
Chairs or pedestals 10lbs each at 15 £ per ton	16,028	12	6
Rail, 4 lines of 35lbs per yard for 34 miles at £16.10 per ton	61,710		
Laying Rails & forming Road for 34 miles at 5/- per yard	14,960		
Fencing the Road	5,129	8-	
Gates 400 @ £1. 10 shillings each	600		
Waggons for making the Road	4,000		
Locomotive Engine 20@ 600 £each	12,000		
Boilers on the Road	1,500		
Cranes & machinery at the wharfs	2,000		
Warehouses & Offices	25,000		
Land	100,000		
Surveys & Act of Parliament	10,000		
Contingencies during the performance of the work	26,595	10	5
	£400,000		

George Stephenson

February 5th 1825

Wright Brothers 1908

Letter dated 10 April 1908 from the American Wright brothers to the UK War Office about a possible contract to build their two-man aeroplanes (Catalogue ref: AIR 1/728/176/3/33)

Transcript

(Copy)

Wright Brothers
1127 W. Third Street,
Dayton, Ohio

The Secretary
War Office
London, S.W.

April 10, 1908.

Dear Sir,

The increased interest now taken in the different countries in aeronautics, prompts to again call your attention to our aeroplane. The machines as now designed, are suitable for military scouting, being capable of carrying two men (an operator and an observer) and sufficient fuel for long flights.

We are prepared to undertake the manufacture of one or more of these machines under a contract; or, if the Government would prefer to build machines for itself under our British patent, we will grant license to operate on payment of suitable royalties on the machines so manufactured.

The United States Government has lately entered into contract with us for one of our two-men machines.

Very respectfully,

(sd) Wright Brothers

O.W.

Titanic Telegram 1912

Telegram from the RMS Titanic received by the Russian liner Birma, April 1912, (Catalogue ref: MT 9/920C)

Transcript

The Russian East Asiatic S.S. Co. Radio-Telegram

S.S. "Birma"

No Words	Origin Station.	Time handed in.	Via.	Remarks
bg to 6.	Titanic	11 H.45M.April 14/15 1912.		Distress Call Ligs Loud

Cgd – SOS. from M. G. Y.

We have struck iceberg sinking fast come to our assistance.

Position Lat. 41.46 n. Lon. 50.14. W.

M. G. Y.

[MGY was the codename for the TITANIC]

Western Front Christmas Truce 1914

Extract from a report contained in a war diary, from 15 Infantry Brigade to Divisional Headquarters confirming events of Christmas Eve and Christmas Day, 1914, (Catalogue ref: WO 95/1510/4)

Transcript

Headquarters,

5th Division

_____-

I beg to report that an informal meeting took place yesterday between the lines of trenches of ourselves and the Germans, at which about 200 of our men assisted, and even larger number of Germans.

It appears that on Christmas Eve there was a good deal of shouting and chaff between our right trenches (Norfolks) and the Germans about LA PETITE DOUVE Farm, each inviting the other to come over. Although there was a certain amount of firing on our part all yesterday morning and up to 2.p.m. (Christmas Day), there was no response of rifle fire from the enemy on our front (only a few shells in the early morning some distance from the North). About 2 p.m. a German Officer or N.C.O. [Non Commissioned Officer] appeared and walked over to our trenches holding up a box of cigars. He was not fired at, and one or two of our men went to meet him. Others, Germans and Englishmen, chimed in and soon there were large numbers in the space between the trenches nearer the German ones than to ours, talking and fraternizing and accepting each other's cigars and cigarettes etc. Most of the Norfolks and some of the Cheshires (on their left) from the fire trenches took part in this informal gathering including several officers.

The latter reported that the Germans refused to talk "shop" but were very friendly and appeared to have no evil intention of any sort. They said the war would be over and ourselves beaten, in two months and said they hadn't begun in earnest yet, although we had the best of them up to the present. They also showed an official memo stating that the Russians had been smashed and were fleeing to WARSAW also the Austrians had occupied BELGRADE.

...

26/12/14 Sd. Gleichen, Brigadier General.

Commanding 15th Infantry Brigade

P.S. The Germans stated that they were not taking any action by fire or otherwise from 25th to 27th instant. I have however ordered hostilities to proceed as usual

Cenotaph Commemoration 1920

Memo from a government department concerning the arrangements for the unveiling of the cenotaph and funeral service at Westminster Abbey in 1920 (Catalogue ref: WORK 20/1/3/361)

Transcript

UNVEILING OF THE CENOTAPH

AND

FUNERAL SERVICE IN WESTMINSTER ABBEY

M E M O R A N D A.

Secretary,

I have to report that the number of applications for tickets for the Memorial Services at the Cenotaph and in Westminster Abbey on Armistice Day exceeded 15,000. All of those which were received in time for the ballot, which took place on the 5th instant, and which were more than 14,000 in number, were sorted into the various categories approved by the Cabinet Committee. These categories and their numbers were as follows:-

(a) Women who had lost husband and one or more sons	99
(b) Mothers who had lost only sons or all sons	7506
(c) Widows	4042
	11647
To these were added relatives of V.C.'s [Victoria Crosses]	13
Killed or missing	11,660

Tickets were issued as follows:-

Westminster Abbey	1,666	
Government Office Windows and private windows	2,374	
Pavements in Whitehall	3,200	6,640
Choir		200
Ex-Service Associations for Processions	320	
Ex-Service Associations for Whitehall Place	520	840
Carried forward	1,040	1,040
		7,680

Abdication of Edward VIII

Instrument of Abdication, 10 December 1936, (Catalogue ref: PC 11/1)

Edward VIII became king following the death of his father, George V. He abdicated the throne in order to marry divorcee Wallis Simpson and became known as the Duke of Windsor. Fort Belvedere is a house situated in Windsor Great Park in Surrey where Edward lived as Prince of Wales. The Instrument of Abdication was witnessed and signed by his younger brothers: Prince Albert, Duke of York; Prince Henry, Duke of Gloucester; and Prince George, Duke of Kent.

Transcript

INSTRUMENT OF ABDICATION

I, Edward the Eighth, of Great Britain, Ireland, and the British Dominions beyond the Seas, King, Emperor of India, do hereby declare My irrevocable determination to renounce the Throne for Myself and for My descendants, and My desire that effect should be to this Instrument of Abdication immediately.

In token whereof I have hereunto set My hand this tenth day of December, nineteen hundred and thirty six, in the presence of the witnesses whose signatures are subscribed.

SIGNED AT

FORT BELVEDERE

IN THE PRESENCE Edward R.I.

OF

Albert

Henry

George

Jarrow March 1936

A police document which gives details for the arrangements concerning the Jarrow March, 1936, (Catalogue ref: MEPO 2/3907)

Transcript

PROTEST MARCH to LONDON organised by BOROUGH OF JARROW

Conveys Town's Petition requesting Government to assist in resuscitation of Industry in Jarrow

207 marchers (no females) Marshal-David F. RILEY

(County Councillor, Durham)

Two banners "Jarrow Crusaders", one at front, one at rear.
Motor bus P.T. 4917, painted grey, accompanying.
Route as follows:-

Leave	Jarrow	Monday 5th October
Stop	Chester le Street	" " "
"	Ferryhill	Tues. 6th October
"	Darlington	Weds. 7th October
"	Northallerton	Thurs. 8th October
"	Ripon	Friday 9th October
Rest here on Sat. and Sunday		
"	Harrogate	Monday 12th October
"	Leeds	Tues. 13th October
"	Wakefield	Weds. 14th October
"	Barnsley	Thurs. 15th October
"	Sheffield	Friday 16th October
"	Chesterfield	Sat. 17th October
Rest here on Sat. and Sunday		
"	Mansfield	Monday 19th October
"	Nottingham	Tues. 20th October
"	Loughborough	Weds. 21st October
"	Leicester	Thurs 22nd October
"	Market Harboro'	Friday 23rd October
"	Northampton	Sat. 24th October
Rest here on Sat. and Sunday		
"	Bedford	Monday 26th October
Rest here on Tuesday		
"	Luton	Wed. 28th October
"	St. Albans	Thurs. 29th October
"	Edgware	Friday 30th October
"	Marble Arch	Sat. 31st October

Expected to sleep under canvas at Mansfield, Bedford & Luton

Birth of the National Health Service 1948

National Health Service leaflet, May 1948 (Catalogue ref: INF 2/66, page 15)

Transcript

YOUR NEW
NATIONAL HEALTH SERVICE

On 5th July the new National Health Service starts

Anyone can use it- men, women and children. There are no age limits, no fees to pay. You can use any part of it, or all of it, as you wish. Your right to use the National Health Service does not depend upon any weekly payments (the National Insurance contributions are mainly for cash benefits such as pensions, unemployment and sick pay).

YOU AND YOUR FAMILY

Hospital & Specialist Services Your family doctor Dental Services
Maternity Services Medicines, drugs and appliances Eye service

CHOOSE YOUR DOCTOR NOW

The first thing is to link up, with a doctor. When you have done this, your doctor can put you in touch with all other parts of the Scheme as you need them. Your relations with him will be as now, personal and confidential. The big difference is that the doctor will not charge you fees. He will be paid out of public funds to which all contribute as taxpayers.

So choose your doctor now. If one doctor cannot accept you, ask another, or ask to put in touch with one by the new "Executive Council" which has been set up in your area (you can get its address from the Post Office). If you are already on a doctor's list under the old National Health Insurance Scheme, and do not want to change your doctor, you need do nothing. Your name will stay on his list under the new Scheme.
But make arrangements for your family now. Get an application form E.C.1 for each member of the family either from the doctor you choose, or from any Post Office, Executive Council Office, or Public Library; complete them and give them to the doctor.

There is a lot of work still to be done to get the Service ready. If you make your arrangements in good time, you will be helping both yourself and your doctor.

Issued by the Department of Health for Scotland
This advertisement appears in selected Sunday, Morning and Evening newspapers in Scotland.

Windrush 1948

Telegram concerning passengers on the Empire Windrush, 6 July 1948 (Catalogue ref: CO 876/88)

Transcript

[Stamp: Central Telegraph Office London Office London 6 July 1948]

POST OFFICE TELEGRAM

136 W 1355 6 EMPIRE WINDRUSH

PORTISHEAD RADIO 59/58

= CUMMINGS COLONIAL OFFICE WELFARE DEPARTMENT KINNAIRD HOUSE PALLMALL LONDON, S.W.

= From Smythe Empire Windrush STOP 350 without any arrangements for accommodation. Preference for employment reported to be skilled engineers, 50 Builders 50 Ex-factory workers, 50 Farmers, 30 Mining, 30 to re-enlist RAF [Royal Air Force] 50 Army STOP. Remainder no preference regarding accommodation suggest you contact disembarkation authorities Southampton 060955 + O.C. Troops ++

CT 350 50 50 50 30 30 50 25 060955

Coronation of Queen Elizabeth II 1953

Map to show the route of the Royal Procession after the coronation of Queen Elizabeth II, 2 June, 1953 (Catalogue ref: PC 22/11)

Transcript

In addition to the Royal Processions, the Lord Mayor of London will leave the Mansion House at 7.55 a.m. to drive in his State Coach drawn by six horses along the Embankment, joining the main Processional route at 8.30 a.m. at Hungerford Bridge, and arriving at the Abbey at *.45 a.m. Led by the Marshal of the City of London, mounted, and followed by the Lord Mayor's footmen in their liveries, the Lrd Mayor will be accompanied by the Lady Mayoress and the Common Cryer with Sword and Mace, and will have an escort of pikemen.

The Speaker of the House of Commons will make the traditional short drive to the Abbey at 9.30 a.m. With him in the coach will be the Serjeant-at-Arms with the Mace, and the Speaker's Chaplain. There will be an escort of one Life Guardsman and, walking before, the Speaker's Secretary and Trainbearer.

B.B.C. observers will be stationed at Buckingham Palace, Trafalgar Square, Pall Mall, Marble Arch and Piccadilly Circus. There will be television cameras at Buckingham Palace, the Embankment, Hyde Park and inside the Abbey.

The troops lining the route will be; *The Mall:* Brigade of Guards; *Trafalgar Square to the Abbey and back:* Royal Navy, with Officer Cadets of all three Services in *Parliament Square; Cockspur Street*: Canadian Military Forces; *Pall Mall to Marble Arch:* The Army; and *Oxford Street back to the Haymarket*: Royal Air Force. Below are the approximate times of the return Procession.

Head of the Procession: Her Majesty The Queen	Depart Westminster Abbey	Trafalgar Square	Hyde Park Corner	Marble Arch	Oxford Circus	Piccadilly Circus	Arrive Buckingham Palace
				2.55	3.15	3.25	3.45
	2.50	3.05	3.25	3.40	4.00	4.10	4.30

Moon Landing

Telegram from the Foreign and Commonwealth Office to Washington, July 1969 (Catalogue ref: FCO 55/351)

Transcript

RESTRICTED
CYPHER/CAT. A
FLASH FOREIGN AND COMMONWEALTH OFFICE TO WASHINGTON
Telegram Number 1626 21 July 1969 (American)

RESTRICTED
Tel.No. 622: APOLLO 11.
Moon Landing

The message from the Prime Minister which follows should be delivered to The White House for the President when the lunar astronauts are back in the mother-ship.
You should not deliver the message until it is certain that the astronauts are safely back within the mother-ship.
Please report by Flash telegram as soon as the message has been delivered. We shall publish the text of the message here as soon as you have reported delivery.

The message reads as follows:-

"I told you when you telephoned me this afternoon how excited everyone was in the United Kingdom by the success of the Apollo 11 Mission, but I held back my formal message until I knew that the astronauts had returned safely to their mother-ship. Now that they have completed their historic moon landing, I send, on behalf of Her Majesty's Government, to you, to astronauts Armstrong, Aldrin and Collins, and to all associated with it our warmest congratulation on the magnificent success of the Apollo 11 mission. This epic voyage of discovery is an inspiration to us all. We offer our hopes and prayers for the crew of Apollo 11 for the successful completion of their mission and a safe return to earth".

STEWART
DEPARTMENTAL DISTRIBUTION COPIES TO:
AMERICAN DEPT
No. 10 DOWNING STREET
S. & T.D.
NEWS DEPT. RESTRICTED

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A free **Video Conference** session allows our Education Officers to teach through your projector, leading discussions and guiding students through activities based around original documents. All you need is a computer with a projector, webcam and microphone to set up this web-chat with us.

Our **Onsite Workshops** are available for free here at The National Archives and allow students to experience genuine original documents reflecting over 1000 years of history. From Elizabeth I's signature to the telegrams of the sinking Titanic, students love the wow-factor of being able to see real history on the desk in front of them.

Find out more:

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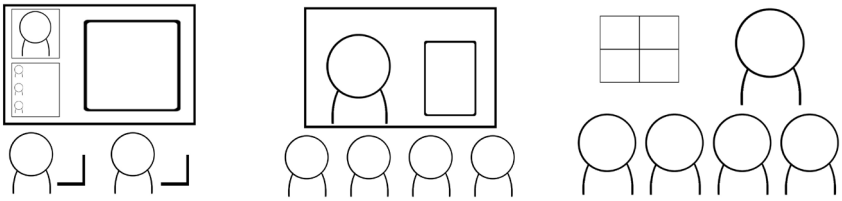

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