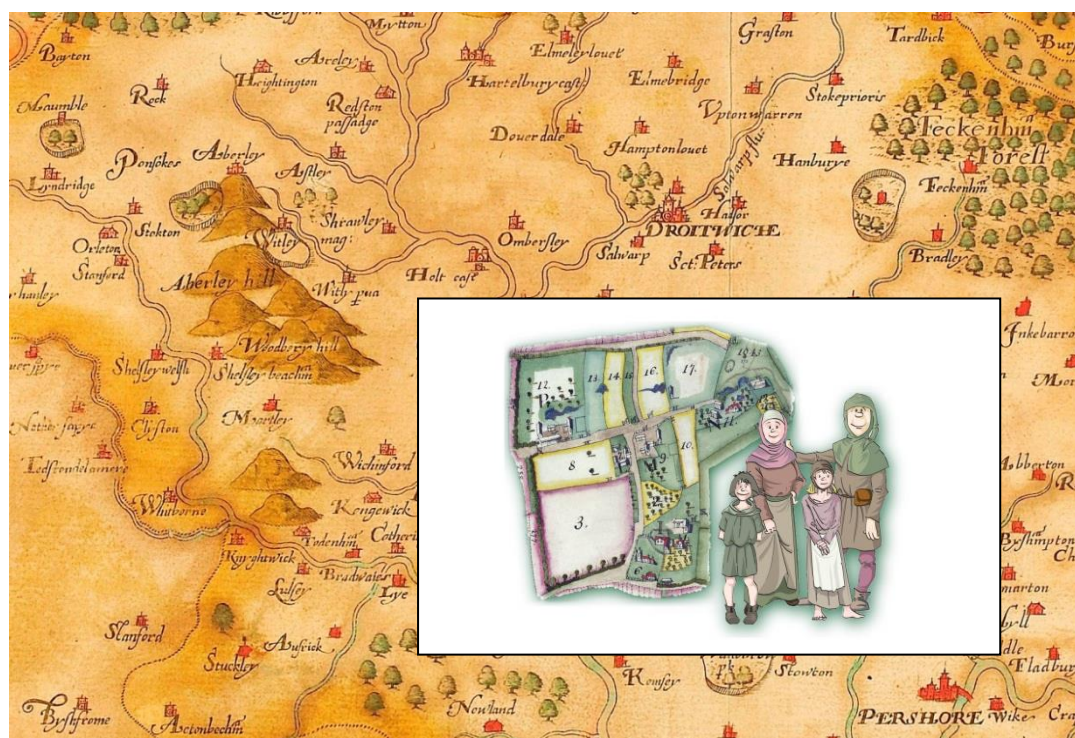


## Abberley Lives in Tudor Times



# **Tudor England – Country & Town – Abberley & Worcester**

*A resource for Abberley VC School*

## **Introduction**

This resource was commissioned by the Abberley Lives Project, delivered by the Abberley Village Preservation Society in 2014-15. The resource comprises a study of medieval village & town life in 1570s Worcestershire; specifically exploring:

1. an original Court Roll document drawn up in 1573 to describe actions to be taken up by named individuals in the Village of Abberley by command of the Manor
2. a section of an original Chamber Order Book relating to instructions for the citizens of Worcester in their preparation for a Royal visit by Elizabeth I in 1575.

## **Aims**

The key aims of the resource are:

1. to investigate original & secondary sources, held by Worcestershire Archive Service, including documents, maps & images & artefacts
2. to explore the lives of specific residents of Abberley & Worcester in late 16<sup>th</sup> century, in order to understand the similarities and contrasts in people's lives in the towns and rural areas of medieval England
3. to develop skills of inquiry in order to greater understand the lives of people in the past .

## **Structure**

The resource sets out a suggested plan of up to 3 lessons to explore:

1. a translation of the 1573 Court Roll which will be explored by pupils performing the deliberations of the Jurors in order to characterise elements of medieval village life, including farming, trades, names & occupations, law and the relationship between the manor, landowners, freeholders and tenants
2. a transcription of the Chamber Order Book Entry for 1575, to be explored by pupils to identify physical characteristics of Tudor Worcester and to describe the lives of local people, including the wool trade (cf Arnold Beane's Will & Inventory of 1578)
3. woven into 1 & 2 pupils will study maps of late 16<sup>th</sup> century Worcestershire, specifically a facsimile of Saxton's 1577 county map, detailing Abberley, and a map drawn up by historian, Pat Hughes, which depicts the physical layout of the city of Worcester at the time of the Queen's visit in 1575

## **Teaching points/learning outcomes**

Children should learn:

- to use maps to help describe some of the characteristic features of the past
- that there are different sources of information for their area in the past
- to make deductions from evidence
- to find out about the local area in the past from different written sources
- to synthesise what they have found out about the local area and to compare/contrast the lives of town and countryfolk
- to contribute and cooperate as part of a group

### Learning Outcomes:

Children will be able to:

- produce a description of the area that contains appropriate historical detail
- demonstrate what they have learnt about the community through role play
- demonstrate knowledge about the way of life of people who lived in the area in the past, orally or in writing
- make comparisons between lifestyles today and in the past
- summarise the information collected

### **Resources:**

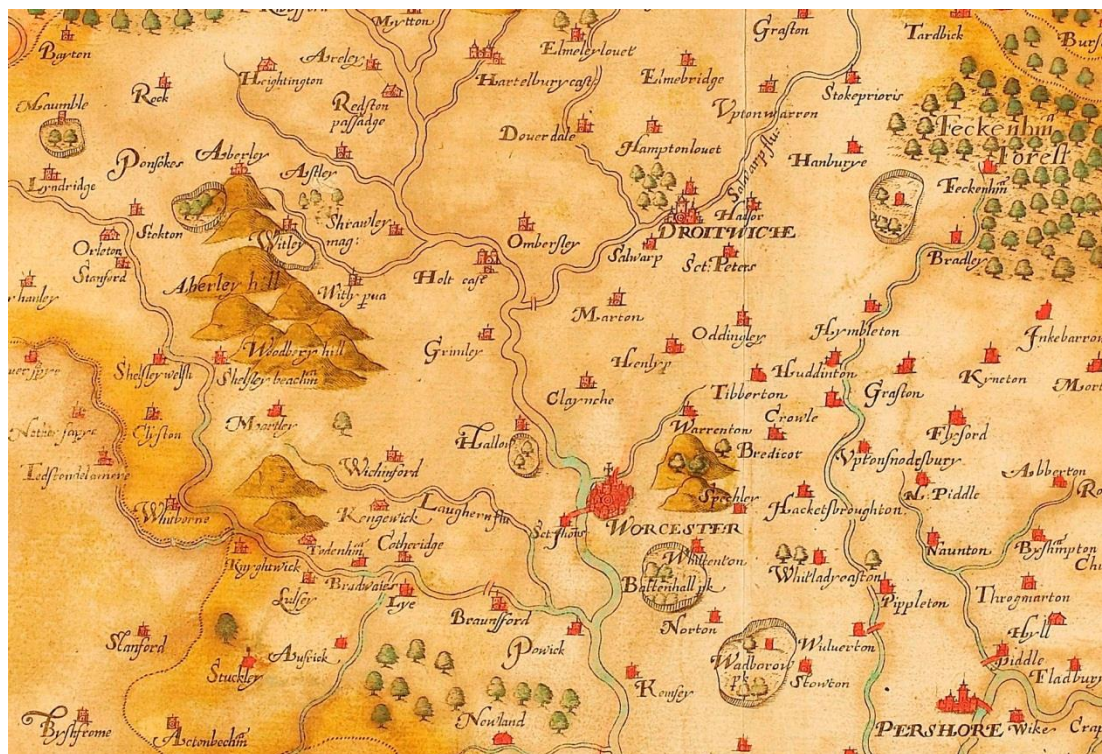
Primary:

1573 Court Roll for Abberley Manor, 1575 Chamber Order Book entry for Royal Visit, Beane's 1578 Will & Inventory, artefacts a sample of finds of medieval date recovered by fieldwork undertaken by Abberley residents & members of the Abberley Village Preservation Society.

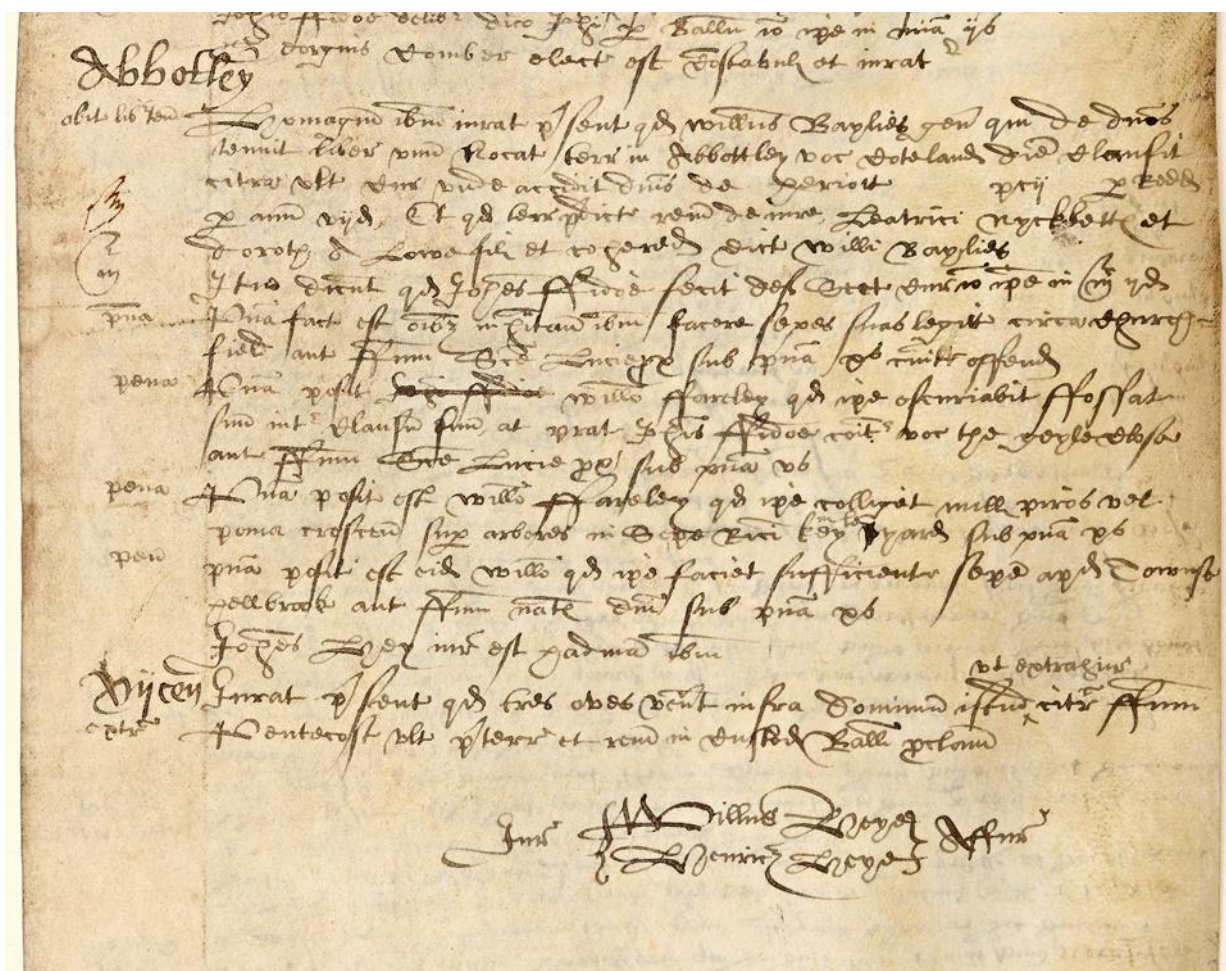
Secondary:

Fascimile of original 1577 Saxton's county map, Pat Hughes' map of Worcester, transcriptions and translation of the 3 primary documents, images reconstructing medieval village settlements and the domestic lives of its dwellers.





### 1577 map of Worcestershire



### Section of 1573 Abberley Court Roll

## Translation of the above:

Death of a  
free tenant<sup>1</sup>

The homage<sup>2</sup> there, sworn, presents that William Baylies, gentleman, who held freely of the lords a noke<sup>3</sup> of land in Abberley called 'Coteland' died since the last court, whereupon there falls due to the lords for a heriot [*blank*] worth for rent 7 pence per annum. And [they present] that the aforesaid land reverts by right to Leatrice<sup>4</sup> Nyckbette and Dorothy Lowe, daughters and co-heiresses of the said William Baylies.

Amercement<sup>5</sup> And they say that John Fidoe made default of suit of court, therefore he is in mercy. 2 pence

Penalty<sup>6</sup> A penalty was made against all inhabitants there that they shall mend their fences lawfully around 'Church-field' before the Feast of St Lucia next, on pain of 10 shillings for whosoever offends.

Penalty A penalty was placed on ~~John Fidoe~~ William Fareley that he shall scour his ditch between his close and the meadow of John Fidoe commonly called 'the geyle close' before the Feast of St Lucia next, on pain of 5 shillings.

Penalty A penalty was placed on William Fareley that he collect no pears or apples growing on the trees inside the fence of Richard Key's 'yard' on pain of 10 shillings.

Penalty A penalty was placed on the same William that he shall make a fence sufficiently at 'Towneshellbrook' before the Feast of the Nativity of Our Lord on pain of 10 shillings.

John Hey was sworn 'headman'<sup>7</sup> there.

[Verdict of] the  
Twelve [jurors]  
Stray(?)

The Jury presents that three sheep came within this demesne<sup>8</sup> land as strays since the Feast of Pentecost last past and remain in the custody of the bailiff, for which proclamation should be made.

Sworn

William Hey

Assessors<sup>9</sup>

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<sup>1</sup> A free tenant was a free holder. He or she held land that was not governed by manorial custom, and did not have to worry about owing the kinds of services owed to the lord by customary tenants, or villeins. Customary or villein tenure was usually known as copyhold (holding land by copy of court roll) by the 16<sup>th</sup> century.

<sup>2</sup> The homage was a representative group of tenants who attended the manorial court, made presentments and acted as a jury.

<sup>3</sup> nook

<sup>4</sup> Her name could have been Leatrice, but the scribe may have meant Beatrice or Lettice.

<sup>5</sup> A penalty or fine

<sup>6</sup> Translated literally here as penalty, but often translated as *pains*, as in "on pain of [a fine of] 5 shillings"

<sup>7</sup> Tithingman, the chosen leader of a tithing or group of about 10 men responsible for behaviour.

<sup>8</sup> The land or property held by the lord of the manor himself

<sup>9</sup> Also known as *affeerers*, people chosen to assess the level of a fine.





# The Visit of HER GRACIOUS MAJESTY ELIZABETH I to the City of WORCESTER on August 13th 1575

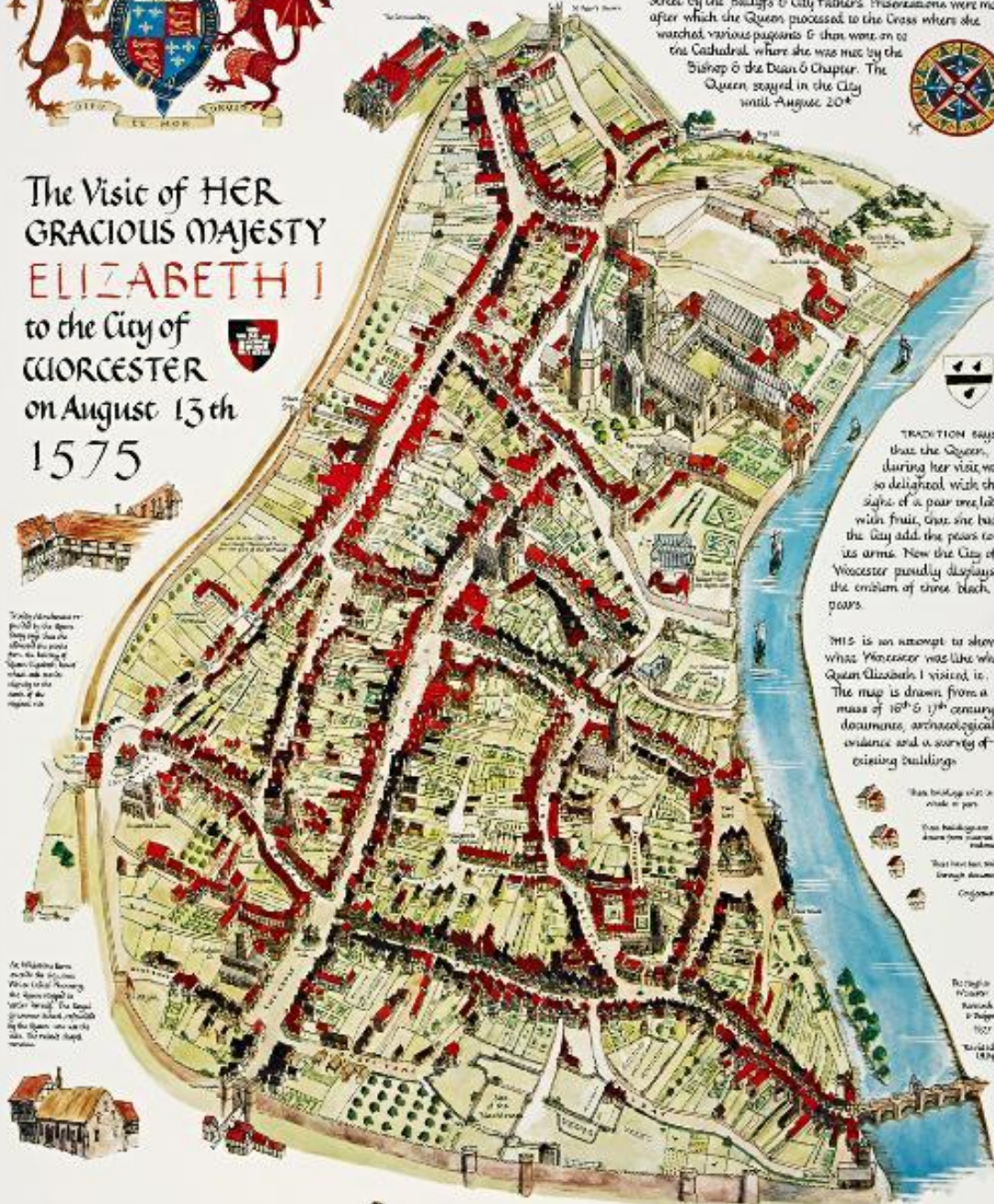


Travelling arrangements were provided by the Mayor, who also offered the Mayor's house as the Queen's lodging. The Mayor's house was the only one in the city at the time.

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A full month before the visit the City Council met to make plans for cleaning and decorating the City. They agreed to employ a professional 'carver' to act as their spokesman and give the speech of welcome. On her arrival, the Queen was met in Foregate Street by the Bailiffs & City Fathers. Proclamations were made, after which the Queen processed to the Cross where she watched various pageants & then went on to the Cathedral where she was met by the Bishop & the Dean & Chapter. The Queen stayed in the City until August 20th.



TRADITION says that the Queen, during her visit, was so delighted with the sight of a pair of oxen with fruit, that she bade the City add the oxen to its arms. Now the City of Worcester proudly displays the emblem of three black oxen.

THIS is an attempt to show what Worcester was like when Queen Elizabeth I visited it. The map is drawn from a mass of 16th & 17th century documents, archaeological evidence and a survey of existing buildings.

- Black buildings were made of stone
- Red buildings were made of brick
- Blue buildings were made of wood
- Green buildings were made of earth
- Yellow buildings were made of plaster

By 1575 Worcester was a city of 10,000 people. It was a city of 10,000 people. It was a city of 10,000 people.



The Queen's entourage included the Queen, her attendants, and the city's officials. The Queen's entourage included the Queen, her attendants, and the city's officials.

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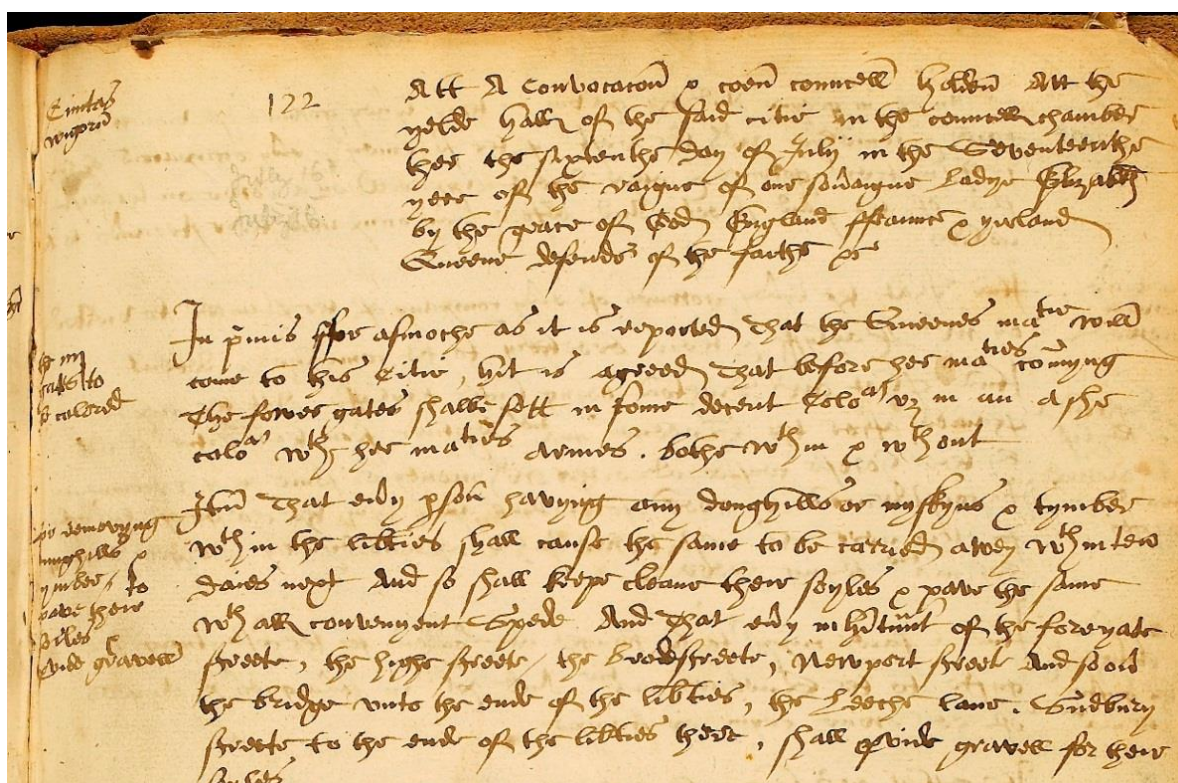
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Produced by Worcester Heritage Amenity Trust, Tudor House, Friar St, Worcester WR1 3NA [www.tudorhouse.org.uk](http://www.tudorhouse.org.uk) © Copyright Pat Hughes

Hughes' compiled map of Worcester, representing 1575





Newport Chamber Order Book facsimile

### Transcription of the above:

At a convocaion and comtmen council holden at the Geld Hall of the said cittie, in the Councell Chamber there, the sixteenth day of July, in the seventeenth year of the reign of our Sovereign Lady Elizabeth, by grace of God, England, France and Yerland Queen, Defender of the Fayth, &c.

Impris, for as much as it is reported that the Queen's majesie will come to this citie, hit is agreed, that before her Majestie's coming the fower gates shall be sett in some decent color, viz. in an ashe color, with her Majestie's arms both within and without.

**Item**, that every person having any dunghills or myskyns and tymber within the liberties, shall cause the same to be carryed away within ten days next, and so shall kepe cleane their soyles, and pave the same with all convenient spede, and that every inhabitant of the Foregate Street, the Hygh Street, the Broad Street, Newport Street, and so on to the bridge unto the end of the liberties, the Leech Lane, Sudbury Street, to the end of the liberties there, shall provide gravel for their soyles.

**Item**, that every inhabitant within the liberties of the citie shall forthwith whitlyme and color their howses with comely colors.

**Item**, that the chamberlains shall sett out very comely with colors the front of the Geld [Guild] Hall, with gelding the Queen's arms.

**Item**, the fouer maces and the aldermans staff shalbe gylt on the heds, the fethers, and knotts.

**Item**, too pageants or stages to be sett forward, viz the one at the Grasse Crosse and the other in Saynt Albans Street end, at Saynt Ellyns [Helen's] church.

**Item**, Mr Bell, as depute to Sir John Throckmorton, knyght, our recorder, to be spoken with touching the oration, and to be rewarded for his paynes.

**Item**, the Grasse Cross and the cross without [outside] Sidbury to be set in colors together with the Kynys pycture [a statue] at Sudbury Gate.



***Steve Rigby medieval village***



## ***Lesson Plans***

### Learning Objectives:

Children should learn:

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### Prior Learning:

Children will have:

- 

### Session 1:

Talk about the modern landscape and explore the children's knowledge of Worcestershire. **Compare** and contrast 1577 map to a modern map of the county. Compare spellings of place names.

Make a key to the 1577 map. Are the features on the 1577 map different than from that would be represented today? **Describe** the landscape as it would have appeared in 1577.

Which towns would they consider to be the most important in county today? Children **explain** their reasoning eg are their decisions based on size of population or industrial productivity etc? Are there any places on the modern map that do not appear on the map of 1577? Can the children suggest why they do not appear? How does the cartographer of the 1577 map represent the important towns in Worcestershire? Can the children **discover** why the towns of Droitwich and Pershore were given such importance?

### Session 2:

Ask the children how they would begin to build a picture of the past?

**Discuss** the pitfalls of relying upon secondary sources.

What is a primary source? Can the children think of any examples of primary sources that could be used to construct a picture of their own lives (eg media, social media)? If appropriate discuss if they think that there would be more sources available for their grandparent's generation?

Children, in small groups, discuss and complete a questionnaire drawing upon their prior learning as to how Tudor society was structured, what a Manor was and how a community was administered? (Use medieval Throckmorton Village reconstruction painting as detail/descriptive prompt)>

Children **consider** sort of business they would expect the Court of the Manor to conduct?

The class comes together to discuss this activity.

**Note: prior learning teaching points: feudal system, Plantagenet & Tudor Royal Dynasties, Manorial System – parallels of medieval community pressures, goal of community cohesion, law, crime & punishment with modern citizenship, social responsibility, public offence, criminal maintenance.**

#### Sessions 3 and 4:

Recap previous learning and expectations.

Present the copies of the 1573 Court roll (facsimile, transcription & translation) for children to look at in small groups.

What difficulties could a researcher have in using this document?

Conduct activities to help the children begin to read the text eg ask them to find certain words. At this point the children could **practice** copying the alphabet in Secretary script.

Look at the transcription. Set a series of closed questions for the children to answer and then more open ones to help them think about the text eg

- Who administered the court? Is this surprising?
- How is William Baylis described? What does this term mean to the children? Does the document give any clues? What does free tenant mean? What sorts of services do you think that villeins would have to perform? Who inherited William Bayliss land? Are you surprised by this?
- Look at the offences. What do the children think that 'default of suit of court' means? What does the phrase 'Scour his ditch' mean? Why was William Farely's crime so serious? What impact would it have had upon the community? (Introduce the concept of the cycle of feast and famine that would have been true for all levels of society).

**Note: provide some prompts/answers for teacher**

Do the children think it fair that the Bailiff should be allowed to keep the stray sheep?



- From all of this evidence can the children describe the sorts of matters that the Manorial Court dealt with? Do these match the children's expectations? Why were these offences so important? What do they show about Tudor society?
- When should all of these fines be paid by? What does this show about Tudor society?
- What role did John Hey assume? Conduct a character study? How would he have felt? How would others have treated him? How do the names of the assessors help you understand more clearly the nature of Tudor society?

#### Session 5/6:

Ask the children how do they think that looking at Worcester city will widen their understanding of Tudor society?

**Compare** the 1575 map with a modern photograph of the city of Worcester. (Explain that this is a modern reconstruction made using historical evidence). What differences can they see?

Discuss what preparations the children would expect to be made for a royal visit today?

Look at the transcripts. In groups children read the transcript of the Chamber order book and highlight words that they do not understand. **Explore** these words together putting them in the context of the whole sentence. Produce a glossary to the document and include a list of Tudor spellings with their modern equivalent (explain to the children that Johnson's English dictionary was not created until 1755.) Rewrite the text with the help of the glossary.

Ask the children closed questions about the text. What preparations were made? Were any of them similar to the ones that we would make for a royal visit today? Town & country life – similarities & differences.

Using both sources of evidence the children should say how they think that Tudor Worcester was the same/ different to today.

In groups, create a drama with each member being an onlooker to the visit. What are their thoughts and feelings? (Some will be excited whilst others will be aggrieved due to the effort that they have had to put in).

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