

A large, stylized handwritten signature in black ink that reads "Brian Hatton". The letters are fluid and connected, with a prominent 'B' and 'H'.

## **History - Teacher's notes**

### **Theme - Gypsies and Travellers**

#### **Introduction**

##### **Brian Hatton and Gypsies and Travellers**

Many people have looked at Brian Hatton's paintings and seen an empathy with Gypsies and Travellers. He himself had a secure middle-class life and probably saw their life as romantic and colourful and maybe they represented the freedom of the open road. Whilst Brian may have seen them as romantic subjects, he drew them honestly. He drew broken boots and tattered shawls and showed the harshness of their lives and the poverty that was common amongst many people who worked the land. See the link below to a drawing held in the British Museum that shows the exhaustion on the faces of the itinerant workers.

Brian clearly found Gypsies and Travellers interesting models for his work as he chose to draw them so often. It may also have been a shared love of horses that inspired Brian to work with the travelling community.

#### **Useful web links**

["Turnip Hoeing" at the British Museum](#)

#### **Gypsy and Traveller history**

Romany Gypsies are thought to have originated in India and it is believed that they left there between 1000-1200 AD. Gypsies travelled from India through the Middle East to Egypt. The term Gypsy is believed to be a corruption of the word Egyptian. Gypsy culture evolved during their migration from Asia and across Europe. The arrival of Gypsies in Britain was first recorded in 1505 in Scotland and 1514 in England. The Romany language is of Indo-Iranian origin.

In 1530, the Egyptians Act was passed in England; this aimed to rid the country of all Gypsies by banning immigration and requiring Gypsies who were already in England to leave the country within sixteen days. In 1554, this Act was amended and imposed the death penalty for Gypsies already in England if they did not leave within a month. In 1783, a second Egyptians Act repealed these previous acts against Gypsies. However, throughout the nineteenth and twentieth centuries other acts continued to impact upon Gypsy culture and lifestyle. Even today, legislation is generated that targets Gypsies and Travellers and impacts upon their lives.

There are many types of Gypsies and Travellers: Irish Travellers, Scots Travellers (Nachins), Welsh Gypsies and Travellers (Kale) and English Gypsies and Travellers (Romanichals).

Other types of Gypsy and Travellers include Travelling Showpeople (Fairground Travellers), Boat Dwellers (Bargees) and Circus Travellers. In addition, there are New Travellers or New Age Travellers, often defined as people who have made a conscious decision to adopt an alternative lifestyle. Planning law defines Gypsies and Irish Travellers as people with a nomadic way of life. 90% of Gypsy and Traveller planning permission applications are initially rejected compared to 20% overall (1997 research).

Gypsies and Irish Travellers living on local authority or privately-owned sites pay rates, rent, gas, electricity and all other associated charges, measured and charged in the same way as neighbouring houses.

Romany Gypsies and Irish Travellers are now all recognised as having protection under the Race Relations Act as they have been finally recognised as minority ethnic communities in law. Many Gypsies and Travellers are subject to racist attacks and name-calling, the withdrawal of services and refusal of admission to shops and pubs and so on. This is despite the Race Relations Amendment Act 2000, which has made all these things illegal.

## Useful web links

<http://www.hants.gov.uk/rh/gypsy/resources/history.html>

Hampshire County Council

[http://www.bbc.co.uk/insideout/southeast/series8/week\\_three.shtml](http://www.bbc.co.uk/insideout/southeast/series8/week_three.shtml)

BBC Inside out

<http://www.grtleeds.co.uk/information/racelssues.html>

Gypsy Roma Traveller

<http://www.grthm.co.uk/>

Gypsy Roma Traveller History month

## Lesson activities - Introduction to cross-curricular work

***Prior to teaching this theme, it is essential for Art, History, English and Citizenship teachers to liaise.***

***It is important for this theme that the Citizenship materials are used first with the class.***

*All the activities in this theme link to a final Art and Design piece. This will take the form of a multifaceted cube. During their Art and Design lessons pupils will be asked to create and complete their own cube, which will form part of a larger display piece.*

*The Art Department will need to confirm the size of the cube face and the materials that will be used for the final piece. In order to stack the cubes for the final display, cubes should where possible be identical in size. If using A3 card each face will measure 12x12 cm. A template guide has been included. This can be found at the end of this document.*

*Alternatively, identical sized cardboard boxes could be used.*

*Each cube face will reflect cross-curricular work undertaken on an aspect of Gypsy and Traveller life. Each cube will display the following faces:*

**Face 1: Facts and Opinions Citizenship**

**Face 2: The Horse Fair Citizenship**

**Face 3: My choice of art works from the Brian Hatton's Collection: Art and Design**

**Face 4: Vardos Art and Design**

**Face 5: Gypsies and Travellers a brief history History**

**Face 6: Gypsy Traveller traditions English**

*In their Art and Design lesson, pupils can be asked to review their completed work and decide which face of their cube they wish to use in the initial art work display. For subsequent displays, cubes can be re-arranged as required in order to provide alternative views of Gypsy and Traveller culture. Please note that where facilitators are available this piece could be completed as an Art Textiles and Design piece with words and images printed onto fabric.*

*Art and Design teachers will need to prepare enough cube templates for the class. These could be printed off onto A3 thin white card. Completed cubes can be stuffed with newspaper or shredded paper to give them added rigidity.*

*Where it is not possible to complete this activity as a cross-curricular project the cube can be completed as an art piece using information and images from the web sites provided.*

*If you do have Gypsy and Traveller children in your class you may want to seek guidance first from your local Traveller Education Service. A sensitive approach is needed and you may want to discuss what will happen during each lesson with the pupil and also with their parents so they will not feel uncomfortable or singled out in any way. A positive aspect is that Gypsy and Traveller pupils can contribute their own knowledge and experiences*

## **Lesson activities - Gypsy communities**

### **History national curriculum - KS3**

#### **Key concepts**

1.1 Chronological understanding, 2

- 1.2 Cultural, ethnic and religious diversity, 1
- 1.4 Cause and consequence, 1
- 1.5 Significance, 1
- 1.6 Interpretation, 2,

### Key processes

- 2.1 Historical enquiry, 1, 2
- 2.2 Using evidence, 1, 2
- 2.3 Communicating about the past, 2
- 3 Range and content  
British history, 6
- 4 Curriculum opportunities, 1, 2, 3, 4, 5

**Key question - What can we learn about the Gypsy and Traveller community in the past?**

***Please note that it is important for this theme that the citizenship materials are used first with the class.***

*For this History activity complete Face 5 of the cube*

*This activity involves researching aspects of Gypsy and Traveller history. This activity links with those in the other subject areas in this theme.*

### Resources

- Artworks of Gypsies and Travellers from Brian Hatton collection [Gypsies and Travellers, Artworks](#).
- Information found at on the PDF documents a the following website <http://www.passingplaces.org.uk/exhibition.htm>
- Paper, sized to fit cube
- Access to the internet.

### Useful web link

<http://www.passingplaces.org.uk/exhibition.htm>

This web page will link you to PDF documents, which will provide all the information needed for your research.

### Activity 1, face 5 - Researching the past

Using the recommended web site and PDF documents research the history of Gypsies and Travellers.

Think about:

- The derivation (where the word comes from) of the word Gypsy
- Where Gypsies and Travellers originated from
- Why Gypsies and Travellers moved from those countries
- Gypsy and Traveller life in Britain in the past

Aspects of life you might like to research are home and family life, work, on the road, stopping places, hostility, horse fairs and shows, beliefs.

## **Activity 2, face 5 - Analysing and recording information**

Decide which you think are the most significant facts you want to record about Gypsy and Traveller history.

## **Activity 3, face 5 - Fact file**

You have a limit of 50 - 100 words to complete this on Face 5 of your cube.

### Cube template

