

## **Sea and Learn - Lesson Plan: The Need for a Royal Navy**

**Key Stage:** Three

**National Curriculum Links:** 1c, 1i, 2a, 2b, 2c, 3a

**Main Subject Focus:** Citizenship

### **Learning Outcomes:**

Children will:

- Understand the Government's role in controlling the Royal Navy.
- Appreciate the UK's dependence on Maritime Trade.
- Understand what the Royal Navy is used for.

### **Resources Required:**

- Classroom with dry-wipe marker board
- Internet access for research
- Notepads/ paper

### **Lesson Content:**

The lesson is based on a discussion with the teacher facilitating through questions to build up the pupils understanding of the outcomes. The lesson can be set up as a single lesson or expanded by allowing the discussion a freer rein.

The students are required to have completed some research prior to the lesson in order that they will be able to make a valid contribution and reach the learning outcomes. The range of input from the class will allow the teacher to assess their abilities as researchers.

With some ability groups or those without home access to research facilities, it may be appropriate to devote a previous lesson to structured research instead of preparation homework.

During the lesson the teacher will note down key points from the answers on the dry-wipe marker board to record the journey and to ensure the objectives are highlighted and covered.

Summaries are appropriate throughout the discussion it is essential that at the end the summary covers the outcomes required of the lesson drawing from the answers to the individual questions as noted on the board.

### **Preparation Homework:**

The students should be encouraged to do some preparatory research using the following websites:

- British Maritime trade  
How much of the goods we see in the shops arrives in the UK by sea?  
A good web site to use as a start is [www.seavisionuk.org.uk](http://www.seavisionuk.org.uk)
- What is the role of North Atlantic Treaty Organisation (NATO)?  
Use [www.direct.gov.uk/Homepage/fs/en](http://www.direct.gov.uk/Homepage/fs/en) and search on NATO.
- What is the role of the United Nations (UN)?  
Use [www.un.org/aboutun/basicfacts/unorg.htm](http://www.un.org/aboutun/basicfacts/unorg.htm)
- Does piracy still happen at sea?  
A search using the Google search engine will produce results for this.
- How big is the Royal Navy?  
Use [www.royal-navy.mod.uk](http://www.royal-navy.mod.uk)
- What does the Royal Navy do?  
Use [www.royal-navy.mod.uk](http://www.royal-navy.mod.uk)

### **Lesson Structure:**

1. Begin by having a structured discussion based on the research they have conducted and guided by the use of key questions.
2. After each key question, summarise the main points to ensure the discussion heads in the right direction and to ensure the learning outcomes are achieved.
3. As an extension activity you could ask the children to use their homework notes and any other notes they have made during the discussion to produce a non-chronological report that looks at all the issues regarding the need for a Royal Navy. Ask them to formulate their own opinions based on the information they have found and discussed.

The key questions should be based on the list below:

1. Is the world a settled and peaceful place?
2. How are countries aligned?
3. Why do we need to be part of a Group? Can't we be alone?
4. Who decides on our friends and enemies?
5. How do we ensure that our nation's interests are protected?

## **Sea and Learn - Teacher's Notes (1)**

The preparation homework is important to ensure that the class have some knowledge and thus will be able to make valid contributions to the lesson.

It will be important for the teacher to make notes of the discussion on the board to keep a visual representation of the discussion and to use it to summarise and bring out the learning points. It is also important to encourage the children to make short notes during the discussion for their own records.

The teacher plays the role of facilitator leading the class probing their answers by means of suitable supplementary questions to lead into the next area of discussion.

These notes are aligned to the questions posed in the lesson with a guide to amplifying questions and some analogies which may be useful. Additional material, to support the teacher, is given in *Italics*.

For those who have the SeaBritain/Trafalgar 200 Education Resource Pack follow up/supporting material includes Disc 5 titled Royal Navy – HMS GRAFTON

### **Tackling the Key Questions:**

1. Introduce the first question *“Is the world a settled and peaceful place?”* and if they are unsure mention recent (since WWII) and ongoing conflicts (e.g. Korea, Russia/China, Malaysia, India/Pakistan/Bangladesh, Aden, Angola, Middle East, Afghanistan/Russia, Vietnam/Cambodia, Falklands, Northern Ireland, Iran/Iraq, Gulf War), this will bring out the fact that the world is never settled. If the class find this odd it may help to discuss the answers from the question *“Do they ever fight/fall out with their brothers/sisters or friends?”*
2. This then will lead into the next question as to how the world is aligned. For this it would be possible to use an analogy of the playground and how groups of the children relate to each other. They have their circle of friends, other children they are ambivalent to and those they are hostile to and maybe frightened of. This should then lead to the groupings like NATO and the UN. Mention the old communist version of NATO the Warsaw Pact which was the communist alliance. These are only sample groupings as most regions of the world have treaty organisations. Discuss the groupings and their roles.

## **Sea and Learn - Teacher's Notes (2)**

### **a. North Atlantic Treaty Organisation (NATO)**

The North Atlantic Treaty, signed in Washington on 4 April 1949, created an alliance of ten European and two North American independent nations committed to each other's defence. Four more European nations joined the Alliance between 1952 and 1982, bringing the number of members to 16. The admission of Czech Republic, Hungary and Poland on 12 March 1999 brought the number of members to 19.

Membership of NATO is central to UK defence policy. NATO's stated functions are to:

- help provide security and stability in the Euro-Atlantic area
- provide a trans-Atlantic forum for Member States to consult on issues of common concern
- deter and defend against any threat to the territory of any NATO member state
- contribute to crisis management and conflict prevention on a case-by-case basis
- promote partnership, co-operation and dialogue with other countries in the Euro-Atlantic area

Each of the 19 Member States – Belgium, Canada, the Czech Republic, Denmark, France, Germany, Greece, Hungary, Iceland, Italy, Luxembourg, the Netherlands, Norway, Poland, Portugal, Spain, Turkey, UK and the United States – has a permanent representative at NATO headquarters in Brussels. The main decision-taking body is the North Atlantic Council. It meets at least twice a year at foreign minister level, and weekly at the level of permanent representatives. Defence ministers also meet at least twice a year.

### **b. THE UNITED NATIONS (UN)**

In 1945, representatives of 50 countries met in San Francisco at the United Nations Conference on International Organization to draw up the United Nations Charter. The Organization officially came into existence on 24 October 1945, when the Charter had been ratified by China, France, the Soviet Union, the United Kingdom, the United States and a majority of other signatories. United Nations Day is celebrated on 24 October.

#### **i. Charter.**

The *Charter* is the constituting instrument of the United Nations, setting out the rights and obligations of Member States, and establishing the Organization's organs and procedures.

## Sea and Learn - Teacher's Notes (3)

### Tackling the Key Questions cont:

#### ii. Purposes.

The *purposes* of the United Nations, as set forth in the Charter, are to maintain international peace and security; to develop friendly relations among nations; to cooperate in solving international economic, social, cultural and humanitarian problems and in promoting respect for human rights and fundamental freedoms; and to be a centre for harmonizing the actions of nations in attaining these ends.

#### iii. Structure.

The six principal organs of the United Nations are the: *General Assembly, Security Council, Economic and Social Council, Trusteeship Council, International Court of Justice and Secretariat*. The United Nations family, however, is much larger, encompassing 15 agencies and several programmes and bodies.

#### iv. Budget.

The budget for the two years 2000-2001 is \$2,535 million. The main source of funds is the contributions of Member States, which are assessed on a scale approved by the General Assembly. The fundamental criterion on which the scale of assessments is based is the capacity of countries to pay. This is determined by considering their relative shares of total gross national product, adjusted to take into account a number of factors, including their per capita incomes. In addition, countries are assessed -- in accordance with a modified version of the basic scale -- for the costs of peacekeeping operations, which stood at around \$2 billion in 2000.

### The United Nations Family

The *United Nations family of organizations* is made up of the United Nations Secretariat, the United Nations programmes and funds -- such as the UN Children's Fund (UNICEF) and the UN Development Programme (UNDP) -- and the specialized agencies. The programmes, funds and agencies have their own governing bodies and budgets, and set their own standards and guidelines. Together, they provide technical assistance and other forms of practical help in virtually all areas of economic and social endeavour.

## **Sea and Learn - Teacher's Notes (4)**

The third question then can be fed in of why we can't ignore the rest of the world - "splendid isolation". They may well bring up the fact that the UK does not produce everything it needs if they do not then ask about every day objects and where they are made get them to build a list of things we would not have if we did not trade with the world. This is the stage to bring in the Sea trade and how much comes in by sea. Explain if they do not know why they come by sea, rather than by air (cost, distance, bulk etc) Use examples of common products trainers, bananas/food, cars and electronics goods. It is also worth introducing the products we get from/under the sea – fish, oil and gas. Facts to consider are:

- a. The UK has a great maritime history and today boasts the largest maritime sector in Europe. With a turnover of £37 billion – twice the size of aerospace or agriculture – and employing more than a quarter of a million people, the sector makes a massive contribution to the economy.
  - b. Over 95% of all Britain's imports and exports go by sea. Fifty million people travel to, from and around the UK by ferry each year. We are technological leaders in offshore oil and gas extraction, and strong in marine manufacturing. The Royal Navy is the second strongest navy in the world and London is the world centre for maritime financial and legal services. We are world-beaters in yacht design, building and racing.
  - c. Development of the oceans for their resources of fish, minerals, oil and renewable energies demands innovative solutions and careful management. Ports have been built and adapted to respond to the needs of modern ships and their cargoes. Global warming and the need to understand the world's ecosystems have made research and the study of the marine environment a high priority.
4. It now possible to develop these areas with the next question on how we choose our friends, again the class can be asked the question of how they choose their friends - common interests desires same view of things likes etc.. The answer to this is will lead to the development of foreign policy by the elected government, who are responsible for choosing who we as a nation have as friends. By the use of further questioning the fact that we as a nation have our friends spread around the world. This relates to the empire and the remaining British territories. This decision on the countries relationship with others is known as foreign policy and is produced by the Foreign and Commonwealth Office.

## **Sea and Learn - Teacher's Notes (5)**

### **FCO objectives: 2003/04 - 2005/06:**

The FCO's current set of high level objectives were agreed as part of the 2002 Government spending review. They came into effect in April 2003 and cover a three year period. They are:

- A secure United Kingdom within a safer and more peaceful world.
- Enhanced competitiveness of companies in the UK through overseas sales and investments; and a continuing high level of quality foreign direct investment (through UK Trade and Investment).
- Increased prosperity and a better quality of life in the UK and worldwide, through effective economic and political governance globally.
- A strong role for the UK in a strong Europe, responsive to people's needs.
- International decisions and actions which advance UK objectives and interests. Authoritative advice and support to the whole of Government on international issues. Positive foreign perceptions of the UK and the Government's policies.
- High quality consular services to British nationals abroad. Effective regulation of entry to, and settlement in, the UK in the interests of sustainable growth and social inclusion. (Entry clearance through UK visas)
- Secure and well-governed British Overseas Territories enjoying sustainable development and growing prosperity.
- The FCO pursues these objectives through a Public Service Agreement (PSA) with the Treasury, including joint targets with the MoD, DFID, DTI and the Home Office.

Before we can ask the last main question we need to set the scene as to what threats there are. Having identified that the world is not a peaceful place areas which may cause problems have to be identified. This can be with a micro level analogies and talk about theft/burglary, mugging and assault and how these are dealt with and then bring in if you want to protect a small friend from a bully how they would go about it. They should then bring in the idea of the police. Link this on a larger scale that this equates to the forces. Talk about making friends feel safe and putting off any aggression ask about piracy at sea.

## Sea and Learn - Teacher's Notes (6)

### What Is Piracy?

So piracy is back and it's bad -- but exactly what is it? According to the **International Maritime Bureau** the definition is:

**Piracy is the act of boarding any vessel with an intent to commit theft or any other crime, and with an intent or capacity to use force in furtherance of that act.**

In order to distinguish it from simple high jacking, a piracy crime requires that two vessels are involved in the incident. The second requirement is that the crime has been undertaken for private, not political purposes

1. **Technology:**

The protection once afforded to merchant vessels by their modern size and speed is now offset by further technical advances which have reduced crew size, as well as a vessel's ability to defend itself. On the other side of the coin, there has been a bumper crop of technological advances which improve the pirate chief's weapons of speed, shock, surprise, fire power and rapid escape.

2. **Reduced Naval Presence:** The trend is for smaller world Navies. Dramatically decreased international ocean patrols have left merchant vessels virtually unprotected on the sea frontier.

3. **Disrupted Governmental Administration:** Decisions by former colonies not to maintain ties with their home countries, and the financial inability of some governments to afford effective naval assets; are factors which have simply encouraged pirate attacks.

4. **Lack of Regulation:** In some quarters there has been erosion of the view that piracy is a serious international crime, or even a crime of which anyone should take notice. With most of the worlds, 64 million gross tonnage fleet under flags of convenience such as Panama, Honduras and Liberia, there is no political will to smash high seas piracy. Flags of convenience nations have neither the interest nor the ability to mount an effective deterrent. Indeed neither Honduras nor Panama are feared as major naval powers!

In fact, it is probably most accurate to think of the recent rise in High Seas Piracy as a true "**Peace Dividend**" by the ending of the **Cold War**. The once proud and global **Russian Navy** is now practically non existent at a time when the Naval presence of the U.S. and Great Britain has been reduced by about 50%. Indeed, the number of international pirate attacks has risen in direct inverse proportion to decreases in the international Naval presence.

## Sea and Learn - Teacher's Notes (7)

Piracy and marine fraud is a **US\$16 billion industry** on the rise. If piracy were a stock, it would have traded well above Microsoft on world exchanges for the Year 2000. Who could have imagined that a 17th Century concept could out pace "techno-growth."

### Where Is Piracy?

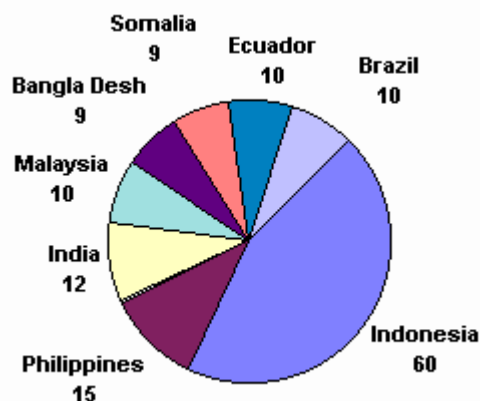
Piracy is often referred to as a "movable crime" because new hot spots tend to pop up all the time while other locations return to relative peace.

The **2** most dangerous areas without peer are on either side of the **Strait of Malacca**, between Malaysia on one side and the Indonesian Island of Sumatra on the other. This is the main ocean highway from Asia to Europe, used by 50,000 ships per year.



The number **3** area of concern is Bangladesh. There is even a "**General Warning**" now in effect for pirates in the area of Port Chittagong. India ranks **4th** in the world; where current government regulations restrict sailing to daylight operations only due to pirate activity. Having been in 1st place at times during the 1990s, Brazil remains a particular hotbed of pirate activity.

**1998 Pirate Attacks By Region**  
1999 - 2000 Not Much Change By Region To Present



Other areas of concern include:

- The Philippines;**
- The Arabian Peninsula;**
- The West African Coast;**
- The Coasts of Venezuela & Columbia;**
- The area know as "Mosquito Bay" between Nicaragua & Jamaica**

## Sea and Learn - Teacher's Notes (8)

### Types Of Pirates

There are generally three categories of pirates:

- The first type of pirate is the standard criminal.
- The second pirate type is a more sophisticated organized crime group such as the five gangs thought to control a significant percentage of piracy in Southeast Asia or one of the several triads believed to control this crime in China.
- The third and perhaps the most troubling type is the "**Semi-Official Military Pirate**," examples of which have been seen in China, Indonesia & Somalia and elsewhere. When you're all alone at sea, it is particularly scary not to know whether that approaching Chinese Coastguard Patrol Boat is:
  - The Chinese Coastguard on official government business, or
  - A real Chinese Coastguard Patrol Boat, but freelancing as a pirate ship to earn some extra cash for the holidays, or
  - Actual pirates who have merely painted their vessel to look like one of the real Chinese Coastguards

Either way, not much can be done except to hold your breath knowing that an hour later you will either be dead or alive.

### Types Of Pirate Attacks (How do pirates do it?)

There are essentially three types of pirate attacks:

1. The most common type of attack is where pirates board the merchant vessel, rob the crew and escape. These raids on merchant crews are understood to yield an average US\$20,000 haul. Considerable cash is commonly held in a merchant ship's safe for payment port charges and payroll fees.
2. The second type of pirate attack is a more ambitious one where pirates not only rob the crew but steal the cargo. While simple robbery crimes normally employ pirate crews of 6 to 7 men, gangs of 70 or more may fall upon a merchant vessel when it's cargo that they are after. Unless the pirate gang is very sophisticated, untraceable cargos are preferred such as timber, wire, metal & minerals. The time of attack is almost always between 1:00 a.m. and 6:00 a.m. During those hours, most of the crew is either asleep, on the bridge or below decks in noisy engine spaces. Little attention is paid to the sound of grappling hooks thrown over the stern. Even a vessel making over 17 knots is not safe from expert pirates who come along side at high speed and board in seconds. Because vessels focus their attention and look-outs forward for navigation ahead; pirates almost always approach and board from the stern.



## Sea and Learn - Teacher's Notes (9)

3. The third type of pirate attack is used to create a "**Phantom Ship**." This is the most sophisticated version of the crime, where pirates take literally everything including the merchant vessel itself:

### Creating a Phantom Ship

1. The pirate's first step is to locate a suitable ship for use as the "Phantom." As we have already discussed, pirates can target and capture a ship, but another choice is to simply buy one from another pirate. Regardless of how the "Phantom Ship" is acquired, the next steps are to repaint her, rename her and reflag her; it being very convenient to obtain temporary registration through a registration office at either the Panamanian or Honduran Consulates.
2. The next step is to find a shipper who is short on time to move his cargo. An excellent victim candidate is anyone with a letter of credit about to expire. The pirate gang or its bogus shipping agent simply offers up the renamed "**Phantom Ship**" as carrier, loads the cargo, issues an authentic looking bill of lading to the proper destination port -- and sails off into the sunset.
3. Obviously, the Pirate diverts the "**Phantom Ship**" to a different port, selling the cargo either to an existing partner or an innocent buyer. Once its cargo is discharged -- the time has come to again repaint, rename and reflag.

Although the most current figures available are a couple years old, this "**Phantom Ship**" practice is estimated to cost shippers at least US\$200 million dollars a year.

Friends can also fall into trouble with natural disasters as the recent Tsunami in the Indian Ocean has highlighted. The immediate requirements when a natural disaster occurs be it as big as the Tsunami or a small island hit by a hurricane are the same – provide food, water, shelter, and medical aid and then help the people rebuild their communities.

## Sea and Learn - Teacher's Notes (10)

5. This will then lead into the final question. How do we ensure that our nation's interests are protected? They might need reminding where the goods come from. Relate the fact that in world terms police on the beat = naval deployments and the need to visit friends to let them know that you are still their friend. A friend in trouble will need support if they fall over and hurt themselves, need to get home but can't afford the bus fare, need to go out but have not got the clothes to wear or have run out of food and money to buy food; a friend needs to be there. The navy as an arm of the people will provide an element of disaster relief. Why use a ship? - A ship has a pool of trained manpower, it has tools supplies, the ability to produce fresh water and most importantly it is a self contained unit able to operate independent of the area it is trying to help.

If you have had something stolen then the police will try and recover it and so will the forces. Explain the navy's involvement in peace keeping, protecting assets (fishing/oil/gas), anti drug missions in the West Indies and showing the flag to let people know that the navy is there.

- **Why does the Navy need a world-wide capability?**

The United Kingdom has 13 Overseas Territories and, in the last 15 years alone, the RN has provided direct and immediate support to 6 of them. In addition to this 10 million UK citizens live and work abroad, and the UK also has numerous treaty and other related obligations to provide support and security overseas. Our economy is founded on global trade and we depend on foreign countries for supplies of raw materials, above all oil. The United Kingdom has a responsibility, shared with others, to act as a force for good in the world, combating challenges such as drugs, terrorism and international crime. A Navy capable of operating world-wide is a crucial element in protecting and securing these political and economic interests

- **What does the Navy do in peacetime?**

In peacetime the Navy divides its time between peacetime activities and training for conflict. Peacetime activities include providing a naval presence in the Arabian Gulf, West Indies and South Atlantic, maintaining the national Nuclear Deterrent, Fishery Protection and Search & Rescue cover in UK regions. The Royal Navy is also involved in Defence Diplomacy. This involves visiting and developing contacts with countries that are not NATO members, particularly those in Eastern Europe. The aim of this is to dispel hostility, build or maintain trust and assist in the development of democratically accountable armed forces. Naval forces also maintain operational capability to conduct a range of contingent tasks at defined readiness states including the allocation of naval forces to specified NATO and UN peacekeeping missions.

## Sea and Learn - Teacher's Notes (11)

- **What is the role of maritime forces in the 21st Century?**

Maritime forces are extremely flexible instruments of policy, ideally placed and configured to take on the wide range of tasks being generated in the post-Cold War world. This range of tasks extends far beyond the ability to provide traditional military action when required in support of government policy. The conduct of maritime "constabulary" operations, (i.e. maintaining law and order at sea), is an increasingly important role for navies, and the Royal Navy is widely respected for its experience and expertise in this field. While "military" and "constabulary" tasks involve the ability to deploy force, more general support for the maritime community through the mounting of "benign" operations will also prove to be a prominent role for navies in the coming century.

The Royal Navy's 122 ships are able to undertake every aspect of modern naval operations, from providing the United Kingdom's independent nuclear deterrent (Trident submarine) to policing our fishing grounds. 37,400 men and women serve afloat and ashore in the Royal Navy, including the Royal Marines and members of the Royal Fleet Auxiliary (RFA). RFA ships are crewed by members of the Merchant Navy who operate the wide range of ships needed to support the Royal Navy. The Royal Marines are an integral part of the Royal Navy, providing a formidable amphibious force able to operate anywhere in the world from the Arctic Ocean to the deserts of Iraq.



The brand new Royal Fleet Auxiliary tanker RFA Wave Knight, played a vital part in a counter-drugs operation within weeks of entering service, when she and HMS Cumberland helped Customs Officers seize a shipment of £250 million worth of cocaine being smuggled into Europe in May 2003.

### **Fishery Protection and Offshore Patrol**

The task of fishery protection and patrol of Britain's offshore gas and oilfield installations is carried out by the Royal Navy's Fishery Protection Squadron. The squadron is made up of [River](#) Class patrol vessels and, on occasion, [Hunt](#) class Minehunters. These vessels form the Offshore Division which, in addition to their fishery protection tasks outside the 12-mile coastal limit, carry out regular surveillance patrols of the offshore gas and oilfields

### **Northern Ireland Squadron**

The primary role of the Northern Ireland Squadron is to deter the movements of arms, munitions and personnel of the various terrorist factions that exist within the province. Three [Hunt](#) Class mine countermeasure vessels have been converted for patrol duties with the squadron - [HMS Cottesmore](#), [HMS Dulverton](#) and [HMS Brecon](#), as part of Operation Sealion, supporting continuing military aid to the civil powers in that region.

## **Sea and Learn - Teacher's Notes (12)**

### **HMS Richmond**

HMS Richmond was recently in the news having been working in the West Indies during the hurricane season and having used a large proportion of her medical and disaster relief stores in Grenada and Grand Cayman, took the opportunity for a well-earned rest in San Juan, Puerto Rico. The visit gave the opportunity to replenish on essential stores allowing the Ship's Company to recharge their batteries. Fully restored and rested, Richmond then sailed for the island of Montserrat, a UK dependent territory, a day further to the south. The island was the scene of Disaster Relief operations in 1995, when the Mount Soufriere volcano erupted engulfing the capital, Plymouth, on the south side of the island. Volcano tours, at a safe distance, are popular with the rare opportunity to view the devastating effect of a different type of natural disaster.