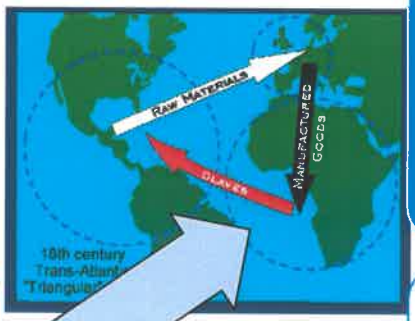
# Year 8, Topic 1: The British Empire and the Slave Trade

An 'empire' is a group of countries ruled over by a single monarch or ruling power. The British Empire comprised of Britain, the 'mother country', and the colonies, countries ruled to by Britain. The British began to establish overseas colonies in the 16th century. The Empire meant that Britain was able to buy and sell more products like tobacco and sugar. By 1783, Britain had established an empire which comprised of colonies in Canada, America and the West Indies including New Zealand after Captain James Cook claimed it for the British crown in 1769, trading posts in India ,naval bases in the Mediterranean - Gibraltar and Minorca.
**But:** Britain's defeat in the American War of Independence meant the loss of the American colonies and the end of the 'first British Empire'.

## Triangular slave trade

At least 12 million Africans were taken to the Americas as slaves between 1532 and 1832 For the British slave traders it was a three-legged journey called the 'triangular trade': West African slaves were exchanged for trade goods such as **brandy and guns**. **Slaves** were then taken via the 'Middle Passage' across the Atlantic for sale in the West Indies and North America. Finally, a cargo of **rum and sugar** taken from the colonies, was taken back to




## Middle Passage

The voyage from Africa to the New World of the Americas was called the **Middle Passage**. Slave ships usually took between 6-11 weeks. Slave ships made large profits by carrying as many slaves as possible across the Atlantic to sell at auction, so conditions were incredibly cramped. It is estimated that 15–16 per cent of slaves died on the Middle Passage



## Slave Auction

Once a slave ship made it to the Caribbean, the cargo of slaves would be sold at auction. Two factors affected the price of the slave, the condition of the slaves and how many slaves were available at auction. Families were often split up during auction. **By 1850, a young man could be worth almost $1000**, and wea... was measured by how many slaves slav... owned.

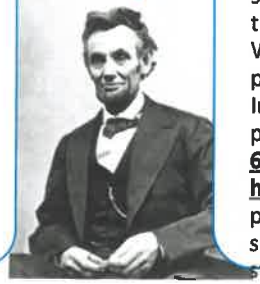


## Life on plantations

By the end of the 1700s the average sugar plantation spread over about 900 acres. There were two types of slaves, house slaves and field slaves.
The **house slaves** would be servants to their masters. **Field slaves** worked from dawn until sunset. They dug, hoed, weeded, planted and manured the sugar canes.
Slaves spoke many different languages because they came from many different African tribes.
As families were often split up, the slaves would choose a 'good parent' to look after any children.

## Resistance

Slaves took drastic actions to escape from slavery, such as: suicide, murder, escaping or revolt. Slaves could either choose passive resistance or active resistance. Both would cost slavers a lot of money, so they were dealt with very severely.
The Jolly Batchelor (1742) was attacked and captured by slaves. The crew were killed in the fighting, the other slaves in the hold were fr...



## Abolition

in 1807 Parliament voted to end trading in slaves. Historians say the end of the slave trade was abolished because of the efforts of **humanitarians** like William Wilberforce or due to plantations closing.
In America, slavery would be an integral part of the **American Civil War (1861-65)**. In September **1862, Lincoln issue his Proclamation of Emancipation,** promising freedom to all slaves .Ex slaves would then help the Northern states to win the American Civil War.

## Life after slavery

For many black people freedom was like slavery. Although some of the freed slaves found jobs in industry, most of them continued to work on large estates. Former slaves had no land to live off, so they agreed to work in return for a share of the crop. The share which workers received was usually one third, but often they had to pay for seed, tools and other costs. This was called sharecropping.
There were some well respected Black Americans such as **Frederick Douglass** and jazz music became popular but for many Black Americans life stayed very much the same.
Black Americans were not treated as equal to White Americans and they started to live in a **segregated society** where they would have their own schools and orphanages. There were also groups like the KKK who would lynch (kill) Black Americans.

# Year 8, Topic 2: The Industrial Revolution c1750- c1900

**What was the Industrial Revolution?** A revolution – a big change – in the way people worked. Before 1750, most of the work was done in the countryside, on farms in small towns and villages. Many people worked on the land, at home or in small workshops. After 1750, great new technological advances meant that huge factories grew, canals, roads and railways were built and people moved from the countryside into the big cities to find jobs.

| | Before the Industrial Revolution: Britain c. 1750 | Britain c. 1900 |
|---|---|---|
| **Population** | • About 11 million.<br>• Most people live in the country side.<br>• Annual death rate was 28/1000. | • About 40 million. Most people now live in towns.<br>• Annual death rate was 18/1000.<br>• Industry now dominated by coal, iron, steel and textiles(cloth).<br>• Farmers used machines and steam power drove machines in industry. |
| **Work** | • Farming – growing food and wool production.<br>• Industry was small scale and done in homes -called the domestic industry.<br>• Power was provided by water wheels or animal and human muscle power. | • Industry now dominated by coal, iron, steel and textiles(cloth). The factory system mass produced goods.<br>• Farmers used machines and steam power drove machines in industry. |
| **Health and Medicine** | • Didn't know that germs caused disease.<br>• Diseases like smallpox and diphtheria were big killers.<br>• No anaesthetics or blood transfusions so only simple operations possible. | • Louis Pasteur had discovered that germs cause disease.<br>• Vaccinations existed for smallpox and other diseases.<br>• More complicated operations were possible because anaesthetics and antiseptics were developed.<br>• Local councils began to improve water supplies and sewers to improve the health of towns. |
| **Transport** | • Slow. Travelled by water on rivers or along the coast. First canal, the Bridgewater Canal, completed in 1776<br>• Roads mostly poor but some were being improved by turnpike trusts -these improved a road and charged people to use it.<br>• London to Edinburgh: a week by boat and over ten days by road. | • Fast. Railways connected all parts of Britain.<br>• Turnpike trusts (roads) and canals struggled to compete with railways as railways could move people and goods cheaper and faster.<br>• London to Edinburgh: 30 hours by boat, 2 days by road and 9 hours by train. |
| **Politics** | • King George III had limited powers. Parliament made the law.<br>• Only 5% of men could vote. No women voters | • Most men could now vote, but women could not.<br>• Local authorities and central government played a bigger role in peoples loves -they helped improve living and working conditions. |
| **Education** | • Most children in England and Wales did not go to school. Scotland was better- most people there could read and write.<br>• England had two universities to Scotland's four. Ireland had one. | • All 5 to 12 years olds had to go to school so most could read and write.<br>• England now had 10 universities, 5 in Scotland, one in Ireland and one in Wales. |

**Year 8, Topic 2: The Industrial Revolution c1750- c1900**

## Why did the Population Increase so Much?

| The Death Rate Fell | The Birth Rate Increased. |
|---|---|
| 1. New hospitals, such as the famous Guy's Hospital in London, were opened<br>2. Smallpox, a big killer, could now be stopped by the discovery of a vaccination by Edward Jenner in 1793<br>3. Epidemics like bubonic plague did not occur in the 18th century.<br>4. Better living conditions may have reduced death rates<br>(a) Improvements in farming meant there was more and cheaper food<br>(b) Better transport meant that food could be brought to the cities quickly and cheaply<br>(c) Better housing, built of brick and with piped water and drains, was healthier. | 1. As industry expended, jobs became more reliable and it was safer to have more children.<br>2. Child labour became common in factories so children were able to work and earn their keep. Couples did not have to worry so much about the cost of feeding their families and so the birth rate may have gone up.<br>3. The Poor Law gave financial help to the poorest families and so might have meant that some people did not try so hard not to have children.<br>4. The age of marriage went down from an average age of 27 in 1700 to about 20 in 1800. This meant that women would have had more child bearing years in their marriages.<br>5. Contraception was very ineffective. |



## Why Did Farmers Grow More Food?

- The growing population – if farmers could find ways to grow more food, they could make big profits
- The impact of enclosure – fencing off the land saved time and allowed progressive farmers to try new ideas such as:
- New approaches to arable farming (growing food) – such as new crop rotations that used the land better.
- New ways of breeding animals – selective breeding led to bigger animals. The Collings bred huge short horn cattle.
- New machines such as Jethro Tull's Seed drill allowed more crops to be grown and harvested.

## How did New Inventions Change Industry?

Before the Industrial Revolution, goods were made on a small scale in peoples' homes: this was called the **domestic industry**. The most important domestic industry was textiles - the production of cloth. The main processes of making cloth are **spinning** (turning the wool or raw cotton in a thread) and **weaving** (making the threads in a piece of cloth). By 1800, cloth was being produced in large factories employing hundreds of people operating machines that **mass-produced** cotton.

**Why Did these Changes Happen?**

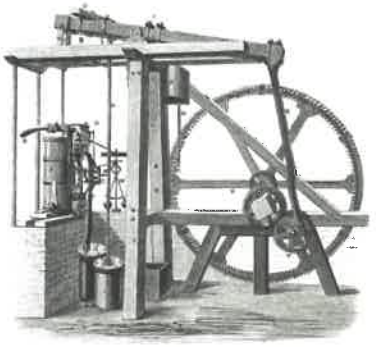
1. The population was increasing and so the demand for cloth was growing.
2. To make more cotton goods, you need more cotton. The supply of raw cotton (see PP for an image) grew as cotton plantations in the southern states of America became successful.
3. People spent more money on clothes in the 18th Century. This meant there was more demand for cotton.
4. There was a great expansion in trade. British ships took goods all over the world. This meant that the market for cotton goods wasn't just Britain – it was the entire world!

**Year 8, Topic 2: The Industrial Revolution c1750- c1900**

## The invention of machines

| Date | Inventor | Machine | Outcome |
|---|---|---|---|
| **1733** | John Kay | Flying Shuttle | Speeded up Weaving |
| **1764** | James Hargreaves | The Spinning Jenny | Speeded up spinning |
| **1769: The crucial invention that kick started the Industrial Revolution** | Richard Arkwright | The Water Frame | This speeded up spinning even more – it was too big for homes and so had to be used in factories*** |
| **1779** | Samuel Crompton | Spinning Mule | Speeded up spinning |
| **1792** | Edmund Cartwright | Power Loom | Speeded up weaving: weaving had to move to factories. |

## Power: The Steam Engine.



Pre- Industrial forms of power were unreliable. A form of power was needed that was strong, reliable, cheap to run and that could drive other machines. The solution was the steam engine. The first steam engines -invented by **Thomas Savery** and **Thomas Newcomen** were dangerous, used a lot of coal and could only pump water out of mines. In 1763, **James Watt** made the steam engine more efficient. More importantly, he and William Murdoch developed the **rotary steam engine** = probably the most important invention of the entire Industrial Revolution. This could drive other machines – soon factories all over the country from button makers to iron foundries were used powerful steam engines to drive machines that worked night and day. It led directly to the Industrial Revolution.

## Working Conditions in Early Factories

Many children were employed because they were cheaper, easier to control and able to get into small spaces. They were used as piecers and scavengers before moving on to operating machines themselves. Poor working conditions included: long working hours with few breaks; dangerous, unguarded machinery; brutal punishments by over lookers.
Not all factories were bad – some such as Quarry Bank and Robert Owen's mills had relatively good conditions as these employers felt the workers would work better if well treated.



**Year 8, Topic 2: The Industrial Revolution c1750- c1900**

## 1. Turnpike Trusts

Up to the 18th Century roads were poorly maintained. Landowners and merchants began to ask Parliament to allow them to form private companies called **turnpike trusts.** People **invested** money in these trusts and the money was spent on building a good road. Gates were set up on the road and travellers passing through a gate had to pay a **toll** to use the stretch of road. Their money was used to repair the road. Any profits went to the investors. The best roads were built by these three men:

**"Blind Jack" Metcalfe** (1717-1810) was the first man to really improve roadbuilding. He built about 180 miles of road in the north of England. The road had a **camber** to help water to run off it.

**Thomas Telford** (1757-1834) build the London -Holyhead Road which is the A5 today. His roads were firm and dry and lasted for years with hardly any repairs. Their gentle gradients made them good for horse-drawn wagons. But they were very expensive.

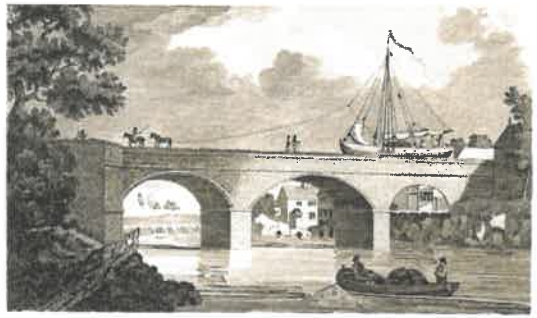
**John McAdam** (1756-1836) believed that roads had to be dry and well drained. His roads were hard wearing and not too costly.

**Consequences of the Turnpikes**

- Turnpike roads bought faster travel. The number of coaches and wagons travelling from London to the major towns and cities increased and journeys became faster. In 1740 there had been one coach a day from London to Birmingham and it took two days. By the 1780's there were thirty coaches and the journey time was down to 19 hours.
- The coaching business was huge. In 1830, one owner was running 3000 stagecoaches, with 150 000 horses to pull them. Many fine coaching inns were built beside the main roads to cater for coaches and passengers.

But it was not to last. By then, a faster form of transport had been developed. It was the railway.

## The Transport Revolution



## 2. Canals

The factory and mine owners of the Midlands and the North really needed a faster, cheaper way of moving raw materials such as coal or iron and getting goods to their customers. They could use the sea or rivers -but only if their factory or mine was nearby. Also, many rivers were not **navigable** for large boats - this means that boats could not use them because they were too shallow or narrow or rocky.

The solution was the canal. **James Brindley** built the first canal in Britain- the **Bridgewater Canal**- to move coal into Manchester more cheaply. It immediately halved the price of coal and led to other businessmen building canals all over Britain to move raw material to their factories and the finished goods to market to be sold. The big advantage of canals was that they could move large quantities of heavy goods cheaply to wherever they were needed.

## 3. Railways

**1804**: Richard Trevithick ran a steam locomotive at Penydarren ironworks

**1813**: William Hedley's "Puffing Billy" built to pull coal at Wylam Colliery in Northumberland

**1814**: George Stephenson built his first steam locomotive, the "Blucher".

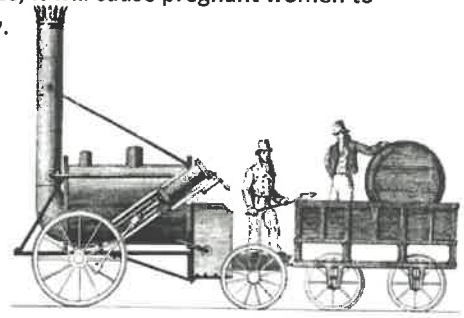
**1825**: Stephenson completed the Stockton to Darlington Railway to carry coal.

**1829**: Stephenson's "Rocket" won the Rainhill Trials

**1830**: The world's first passenger railway, the Liverpool to Manchester Railway was completed. William Huskisson MP was killed on the same day – the first victim of a railway accident.

Objections to the Railways included:

- The steam engine was the work of the devil; Travelling at that speed could kill a human; Sparks will burn down houses; It will allow the working classes to move about too much; It would interfere with fox hunting; It will poison cows' milk; It will ruin crops; It will cause pregnant women to miscarry.



**Year 8, Topic 2: The Industrial Revolution c1750- c1900**

## The Effects of the Railways

| Economic (industry and business) | Social (everyday life) |
|---|---|
| 1. The building of the railways boosted other industries – think of all the materials needed. As the railways grew so did the iron and steel industries; Forestry (to provide the wood) and the brick industry (for all the bridges, viaducts and railway stations)<br>2. It also created hundreds of thousands of jobs: navvies to build and then maintain the railways; permanent employees from drivers to station porters to operate them.<br>3. Road companies like turnpike trusts, coaching firms and roadside inns could not compete if a railway ran along the same route. Many closed down.<br>4. Canal companies saw their profits go down but many survived because they were still able to carry bulky goods cheaply especially of it did not need to travel fast. In 1852 canals were still carrying more cargo than trains but slowly declined after that. By the end of the century the railway was the main way of moving all goods.<br>5. Industry in general grew because they could move their goods quickly and cheaply to customers all over the country. They could also move raw materials easily to their factories.<br>6. Farming benefited because the railways could get food into the towns while it was still fresh. | 1. Cheaper transport meant that ordinary people could afford to travel. People who had never been to the seaside before made the trip. They could go on day trips to race meeting, religious meetings, football matches or special events like the Great Exhibition.<br>2. People could live further from work and so towns began to grow suburbs and spread out. Railways allowed commuters to travel to and from work.<br>3. Some brand- new towns sprang up around places where the railway companies built their repair shops. They are called railway towns. Crewe and Swindon are examples.<br>4. It was possible for the first time to have national newspapers. A postal service was set up to take letters and parcels all over the country for a penny - this would be impossible without the railways.<br>5. A national football league was possible.<br>6. Even local time was abolished. Before the railways London was 11 minutes ahead of Bristol. The railways could not run its timetables in this way so in 1852 Greenwich Mean Time was adopted.<br>7. One problem was pollution into the air. Also, some ancient buildings were damaged by the building of the railways.<br>8. Trades unions and political groups found it easier to organise because travel was easier. They could send speakers to different parts of the country because travel was easier.<br>9. Food for town dwellers was fresher and cheaper than ever before. Milk and vegetables could be brought from much further away. So, could fish. |

## Assessment: Why Did the Industrial Revolution Happen?

**RAW MATERIALS:** Coal was the fuel that powered machines such as steam engines. More cotton, wool and other raw materials were grown to turn into clothing etc.

**TRANSPORT:** Better roads, canal and railways carried raw materials to the factories and took away the finished goods for sale.

**ENTREPRENEURS:** These were talented and ambitious people who understood how to turn all these different developments into successful businesses to make money

**HIGHER POPULATION**: More people in Britain meant that more food, clothing and other items were needed. These people also provided the workforce for the new industries.

**INVENTIONS:** Inventors created and improved machines that made more goods more quickly or drove other machines faster.

**SOURCES OF POWER:** At first water in fast flowing streams was used to drive machines. Then James Watt developed steam engines that were even more reliable.

**FARMING**: Farmers grew more crops and bigger animals to feed the increasing population.

**BRITISH EMPIRE**: Countries like India provided cotton to make into clothes. They also bought the finished goods.

## Year 8 Topic 3: Working Class Protest Knowledge Organiser

| Protest Group | Aims: What did the protesters want? | Actions: did they use peaceful or violent methods to achieve their aims? | Outcomes: What were the consequences of what they did? Did they get what they wanted |
|---|---|---|---|
| **The Luddites, 1811-12. These were cottage workers in the production of textiles.** | To stop the use of new machines in the textile industry in order to protect their jobs and wages | Violent: threatening letters signed by Ned Ludd and machine breaking | Failure: The government used the militia to protect mills and made machine breaking a capital crime. 14 Luddite who attacked Cartwright's mill were hanged and the protests died out.<br>Wages continued to fall. |
| **The Protesters at St Peter's Field, Manchester 1819** | The reform of Parliament; the reduction of taxes; the vote for all adults. | Peaceful: a demonstration in Manchester to hear Henry Hunt speak was attended by families with banners. | • Failure: local magistrates ordered the militia to arrest Hunt. They attacked the crowd killing 11 and injuring another 400.<br>• The next day a newspaper called it the Peterloo Massacre, a sarcastic reference to the famous battle of Waterloo in 1815.<br>• However, the government was pleased with the firm actions of the Manchester magistrates. Henry Hunt sentenced to two and a half years in prison.<br>• The government banned meetings of more than 50 people.<br>• There was no change in who had the suffrage – the right to vote in elections. |
| **The Swing Rioters, 1830. Farm labourers.** | To stop the use of threshing machines which deprived them of work in the Winter. Increased wages for farm labourers. | Violent: threatening letters signed by Captain Swing and attacks on threshing machines and farm property. | Mostly failure: some farmers did increase wages and get rid of threshing machines but the government took a tough line:<br>The courts dealt severely with those who were found guilty. Nearly 2000 people were put on trial:19 people hanged, 644 imprisoned and 281 transported to Australia.<br>Worse, it led to the New Poor Law. This set up workhouses for those who could not find work. |
| **The Tolpuddle Martyrs, 1834: farm labourers in Dorset.** | They set up a friendly society – a sort of trades union – to try to stop their wages being reduced. Their leader was George Loveless. | Peaceful: no threats were made. | Failure: George Loveless and other leaders were transported to Australia. Although they were eventually released early, the punishment deterred many people from joining trades unions. Many collapsed. |
| **The Chartist 1830s and 1840s** | The People's Charter demanded parliamentary Reform including:<br>1. The vote for all men over 20.<br>2. A secret ballot.<br>3. No property qualifications for MPs<br>4. Payment for MPS<br>5. Equal constituencies<br>6. Annual parliaments.<br>This would produce Parliaments that would pass laws to protect working people. | Peaceful and Violent:<br>William Lovett favoured Moral Force - that is, persuading parliament by peaceful methods such as peaceful demonstrations and petitions. Another group, led by Feargus O'Connor, an Irish journalist, favoured physical force, using threats, strikes, violence and even revolution. | At the time Chartism failed. When the third great petition was rejected by Parliament in 1848 Chartism faded away – not one of its demands had been met!<br>However, it can be argued that Chartism was not a complete failure:<br>1. The huge publicity Chartism gave to the hard lives of working people led to other improvements such as the Mines Act of 1842 and the Factory Act of 1844 which improved working conditions.<br>2. By 1918, 5 of the 6 demands of the Charter were made law. |

**Year 8 Topic 3: Working Class Protest Knowledge Organiser**

## The People's Charter

| Demand of the Charter | When it became law |
|---|---|
| A vote for every man of 21 or over | Acts in 1867 and 1884 gave more men the vote. The 1918 Act gave it to all men and women over 30. |
| A secret ballot to stop intimidation by employers or landlords. | The 1872 Secret Ballot Act |
| No property qualification for MPs | An act of 1858 abolished this. |
| Payment for MPs | The Payment for MPs Act 1911 |
| Equal Constituencies | An act of 1885 attempted this. Constituencies are now far more fairly represented but there are still differences. |
| Annual Parliaments – a vote every year. | Never passed -can you think why? The growing numbers of working- class voters meant that governments had to pass laws to satisfy these voters – otherwise they would vote for the other party. This led to a lot of laws that improved the lot of working people in the late 19th Century. For example: The 1870 Education Act built schools for 5 to 12- year olds The 1874 Factory Act reduced hours of work and gave people Saturday afternoon off work. (this indirectly led to the growth of football leagues) The 1875 Public Health Act said that all towns had to provide clean water and dispose of sewage and waste. Finally, Chartism showed working people that they could organise successfully. In future years they were to lead to successful working- class movements such as the Labour Party and the Trades Union Congress. |

## Why Did Chartism Fail?

1. The most obvious reason for Chartism's failure was **parliamentary opposition**: MPs were never persuaded to support the Chartists and rejected the Charter three times. When?
2. **Government Power**: the government used all its strength to suppress the Chartists. Soldiers stopped the Newport Rising in 1839; strikers were imprisoned or transported in 1642 and the use of massive strength in 1648 are all proof of this.
3. The **standard of living steadily improved** after 1842. Chartism arose out of hardship – as life improved for the working-class they were less likely to take the risk of coming out and campaigning for reform of Parliament.
4. **Other working- class organisations** attracted many Chartists. They especially appealed to Chartists who had never liked violence or the threat of violence. In the 1850s they began to join the New Model Unions and cooperative groups such as the Rochdale Pioneers. These groups actually achieved improvements for people. By joining together, the Rochdale Pioneers were able to sell better goods at a cheaper price.
5. The **leadership** of the Chartists was **divided**. A lot of Chartist energy was wasted in arguments between the moral force and physical force leaders.
6. Most **working people were basically moderate**. They were prepared to protest, attend rallies in huge numbers and even go on strike. When violence did break out it was due to frustration not because they wanted to overthrow the government. It never lasted long or had widespread support. In the end, once Parliament rejected the petitions they accepted its decision.

# Year 8, Topic 4: The Female Suffrage Movement

| | Upper-class women | Middle-class women | Working-class women |
|---|---|---|---|
| **Jobs** | None. Their role was to organise household staff and go to grand balls. | Most middle-class women were housewives. Some who did not marry had jobs e.g. nurse, governess, teacher. | Most working-class women worked because they had to. They worked in domestic service and factories. |
| **Marriage** | Their husband was chosen for them by their parents. | Many married but a growing number remained single to have a job. | Many working-class women wanted to marry a man with a stable job. |
| **Level of independence** | All their money would belong to their husband but they were relatively free to organise social events. | If they were not married and had a job they could keep their own money and property. | Many lived in poverty and some were abused by their husbands because of alcoholism. |







| | NUWSS (National Union of Women's Suffrage Societies) | WSPU (Women's Social and Political Union) |
|---|---|---|
| **Leader** | Millicent Fawcett | Emmeline Pankhurst |
| **Date of formation** | 1897 | 1903 |
| **Aims** | Vote for property owning (middle-class) women | Votes for women on the same terms as men. |
| **Membership** | Mainly middle-class and men allowed to join. | Leadership was middle class women but many working class members. No men allowed to join. |
| **Tactics** | • Lobbying MPs<br>• Petitions<br>• Non-violent demonstrations. | • Bombs in post-boxes.<br>• Chaining themselves to government railings.<br>• Chalking messages on the pavements.<br>• Hunger strikes in prison.<br>• Newspaper. |
| **Success?** | Despite many suffrage bills being introduced in parliament, none became law but some MPs supported female suffrage because of Suffragist lobbying. | Mixed. Their violent actions gave them publicity and created a national awareness of their campaign but it also turned politicians like the Liberal PM Asquith against the cause. |

**Year 8, Topic 4: The Female Suffrage Movement**

| Arguments FOR women having the vote | Arguments AGAINST women having the vote. |
|---|---|
| Some women worked and paid taxes | Husbands looked after their wives interests and money. |
| Women were better educated by 1900. | Women didn't fight in wars |
| The 1882 Married Women's Property Act meant women could own their own property (this was the qualification for male voting) | Women will spend less time with their families. |
| Some middle class women were involved in charitable organisations in the public sphere e.g. Poor Law | Men was created by God to rule over women. |



## Key laws that affected women

- **1878, Matrimonial Causes Act-** Courts could grant separation to wives of abusive husbands. This especially helped working-class women.
- **1882, Married Women's Property Act-** allowed women to keep any property and income bought independently from their husband.
- **1894, Local Government Act-** single and married women could vote in local elections but only if they owned property.
- **1907- Qualification of Women Act-** certain women who paid local taxes could vote in local elections.
- **1913, Prisoners' Temporary Discharge Act-** named by the Suffragettes as the 'Cat and Mouse Act', this law This allowed hunger strikers to be released if they became ill from a hunger strike, then re-arrest them when they recovered.
- **1918, Representation of the People Act-** Women over the age of 30 who owned property gained the vote.
- **1928, The Representation of the People (Equal Franchise Act)-** all women over the age of 21 gained the vote, this was equal to men.

**Women in WW1**

- These 'new' independent women were nicknamed 'flappers'.
- This had a social impact as women started going out on their own. Also wearing shorter skirts and smoking in public.
- For the first time women became independent as they were getting their own wages.
- Suffragettes called off their campaign during the war.
- 5 million British men fought in WW1 and women took over their jobs.
- Women did a range of jobs including: bus drivers, making munitions, nurses and even in the Navy.

**Year 8, Topic 4: The Female Suffrage Movement**

## Assessment 1: Was Emily Davison a martyr?



**Who was Emily Davison?**

- She studied at Oxford University.
- She joined the WSPU in 1906.
- She had been arrested for bombing the Chancellor of the Exchequer's (David Lloyd George) house in 1913.
- She died in 1913 from injuries sustained from being hit by the King's Horse at Derby Day.

| Evidence of suicide | Evidence of mistake |
|---|---|
| She was heard shouting at a Suffragette meeting that 'the campaign needs a martyr!' | Her friends declared she would never have committed suicide. |
| She had been to prison 9 times before Derby Day, including bombing Lloyd George's house and setting fire to post-boxes. This shows she was extremely militant. | There is evidence that she was planning to pin a banner saying 'votes for women' onto the Kings Horse so it would be in all the newspapers when the horse crossed the finish line. She was seen practicing this before the race. |
| She had laid a wreath underneath a statue of Joan of Arc, who was a another woman who died for her beliefs. | The Coroner report suggests that Davison did not aim at the horse directly. |
| The suffragettes were known for committing violent and dangerous acts to gain publicity. | The contents of her handbag included a return ticket home after the race and her diary included appointments after the race. |

## Assessment 2: Why did women get the vote in 1918?

| Suffragettes | War work |
|---|---|
| The increasing violence of the Suffragette campaign meant the government introduced a Conciliation Bill into parliament. | The PM Lloyd George stated in 1918 that it was women's work in WW1 that won Britain the war. More than 3 million women worked in factories by 1918 |
| Emily Davison's funeral gained sympathy from the press. | Propaganda produced in WW1 encouraged women to go to work and be involved in the public sphere. |
| The Suffragette campaigns gained a huge amount of publicity for the issue of female suffrage. | War work proved that women could do jobs that were originally perceived as 'male'. |
| Suffragette demonstrations attracted large crowds. | There was more financially independent women who owned their own house and paid tax. |



Nancy Astor was the first British MP, elected in 1919.

**1918 ROPA-** 8 million women gained the vote.

**1928 ROPA-** a further 5 million women gained the vote.

# Year 8, Topic 5: World War One

| Timeline of Key Events | |
|---|---|
| 28 June 1914 | Assassination of Archduke Franz Ferdinand |
| 4 August 1914 | Britain declares war on Germany |
| August-Dec 1914 | System of trenches dug from Switzerland to the English Channel |
| April 1915 | Second battle of Ypres – poison gas used for the first time |
| 31 May – 1 June 1916 | Battle of Jutland – the only major sea battle |
| 1st July – November | Battle of the Somme |
| 6 April 1917 | USA declares war on Germany |
| 9 Nov 1918 | Kaiser Wilhelm abdicates |
| 11 Nov 1918 | Germany signs armistice, ending the war |

| Is it fair to criticise the generals at the Somme? | |
|---|---|
| **Yes** | **No** |
| Casualties were appalling on the 1st July – 60,000 men. | Many lessons were quickly learned (e.g creeping barrages, attacking at different times etc) |
| Some future battles were equally bloody, including Passchendale in 1917. | The Somme relieved pressure on the French army at Verdun |
| Plans made for the 1st July frequently failed on the day. | Germany lost more soldiers that it could afford. |

## Long-term causes of World War One

**Militarism** – the arms race between Britain and Germany to build dreadnaughts resulted in increasing tension and conflict between them.

**Alliances** – the Triple Alliance (Germany, Austria-Hungary and Italy) and Triple Entente (Britain, France and Russia) had agreed to support each other if a war started.

**Imperialism** – Britain and France both had large empires overseas. Germany wanted an empire too, but most of the available land had already been taken, resulting in tension between the great powers.

| Why did British men join up in 1914? | |
|---|---|
| **Patriotism** | British men were brought up to love their King and country. |
| **Social pressure** | Fear of being called a coward or being given a white feather by a woman. |
| **Sense of adventure** | Many British men had never travelled abroad – this was a chance to see the world! |
| **Propaganda** | British propaganda posters used very persuasive techniques. |
| **Belief in a quick victory** | Many men thought that the war would be 'over by Christmas' |

## Short-term causes of World War One

Assassination of Franz Ferdinand – Serbian nationalist Gavrilo Princip shot and killed the heir to the Austro-Hungarian throne, along with his wife, while visiting Sarajevo. This caused Austria to declare war on Serbia, which led to Russia attacking Austria



| Which new weapons helped Britain to win the war? | |
|---|---|
| Tanks | **First used in 1916, they broke through German defences and sheltered British troops.** |
| Poison gas | **Although cruel and at the mercy of the weather, it instilled fear into soldiers on both sides.** |
| Aeroplanes | **Very useful for reconnaissance and bombing/preventing bombing raids.** |
| Artillery | **The 'creeping barrage' first used in 1916 forced Germans to remain in their shelters while the British advanced.** |

# Year 8, Topic 5: World War One

| What were conditions in the trenches like? | |
|---|---|
| Damp | Trenches often flooded which led to conditions such as trench foot. |
| Unhealthy | Food was basic and often rationed. It was often dry, tasteless and not very nutritious. |
| Dirty | There were thousands of rats which were feeding on the bodies of dead soldiers. |
| Unsafe | Trenches could often collapse in the wet weather, this left the men exposed to enemy fire. |
| Smelly | Latrines would overflow giving off an awful stench and sometimes poison gas when it was fired over. |
| Noisy | It was common for gunfire to sound for up to four days at a time, there was little opportunity to sleep. |


TREATY SIGNED; WAR OVER

The Evening World. FINAL

WILSON LEAVES PARIS; SAILS SUNDAY

GERMANS PLEDGED TO ACT IN GOOD FAITH

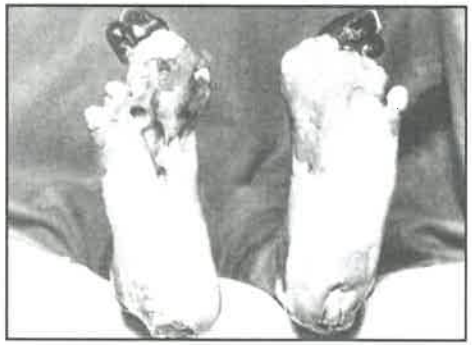
CITY'S BELLS RING TODAY AS PEACE TREATY IS SIGNED; FLEET JOINS IN CELEBRATION

TREATY SEVERE ON GERMANY, SAYS WILSON, BUT IMPOSES NOTHING SHE CANNOT DO

GUNS BOOM, PLANES FILL AIR; FRENCH CROWDS CHEER PEACE

| What was war like on the different fronts? | |
|---|---|
| Dardanelles | The weather was extremely hot and dry with masses of flies. Illnesses such as typhoid and dysentery were common. |
| North Africa | Disease spread rapidly here, there were no trenches dug out and it was extremely hot. |
| The Eastern Front | Fighting took place between the Russians and Germans, it was very cold, the Russians lost 2 million soldiers during this battle. |
| Western Front | This was where the British soldiers were fighting, this was the trench warfare that was seen at the Battle of the Somme. |

| How did the war end? |
|---|
| What was Armistice day? |
| What is the significance of the poppy appeal? |
| Was it all worth it in the end? |





| What was the impact of the war on USA, France, Britain and Germany? | |
|---|---|
| USA | There was no fighting in USA, only 0.1% of the population died in the fighting. The economy was largely unhurt by the war. |
| France | Most of the fighting took place in France, 4.3% of the population died, many French towns and businesses were totally destroyed. |
| Britain | No fighting took place in Britain, 2.2% of the population died, Britain's economy was greatly weakened after the war. |
| Germany | Germany lost the war and were economically and politically weak. Their leader Kaiser Wilhelm abdicated and the country was left in chaos. |

| What did the big three want after the war? | |
|---|---|
| USA | The USA wanted a fair punishment for Germany because they wanted to continue trading and they saw things as a European problem. |
| France | France wanted a harsh punishment for Germany because of the huge amount of damage, loss of life and to prevent another war from ever happening. |
| Britain | Britain wanted a harsh but not too harsh punishment for Germany. This was because they wanted to build trade with Germany again. |

# Year 8, Topic 6: The Rise of the Nazis, 1918-1933

## Hitler's Early Years

Born in Braunau, Austria in 1889. Parents died young; dreamed of being an artist but was rejected by Vienna Art Academy. Lived in poverty in Vienna. Joined German Army on outbreak of WWI in 1914. A brave soldier he won 2 Iron Crosses. Devastated by Germany's defeat; he blamed Communists and Jews for "stabbing Germany in the back". Sent to spy on the German Workers Party in 1919 he soon joined them and turned them into the NSDAP (Nazi Party).





Gustav Stresemann



## The Weimar Republic 1919-1933

The Weimar Constitution created a system of government in which: The **President** was the head of state and was in charge of the army and navy and chose the Chancellor. **Article 48** gave him the power to make laws in a crisis without consulting the Riechstag. The **Chancellor** was like our prime minister- he was responsible for most day to day decisions such as taxes and healthcare but had to have support from the Reichstag. The **Reichstag** was voted in using Proportional Representation; the politicians in the Reichstag voted on laws. Finally, all Germans over 20 had the suffrage. The Weimar Republic was democratic.

| Strengths of the Weimar Republic | Weaknesses of the Weimar Republic |
|---|---|
| A Bill of Rights guaranteed every German citizen freedom of speech and religion, and equality under the law.<br>•All men and women over the age of 20 were given the vote. This was even better than Britain where only women over 30 could vote.<br>•There was an elected president and an elected Reichstag (parliament).<br>•The Reichstag made the laws and appointed the government, which had to do what the Reichstag wanted.<br><br>• The vast majority of Germans voted for parties that supported democracy in the 1920's | • Proportional Representation led to too many parties – no single party could get a majority (over half the politicians) and so often it was hard to get agreement about what to do.<br>• Article 48 give the president the power to suspend democracy if he wanted to.<br>• Many parties such as the Communists and Nazis hated democracy and set out to undermine it.<br>• Many influential Germans – rich landowners, big businessmen, judges and university professors – also despised democracy and longed for the "good old days" of one strong leader like the Kaiser. |

**Year 8, Topic 6: The Rise of the Nazis, 1918-1933**

# 1923: A Year of Crises

## 1923: Hyperinflation

Germany's failure to pay reparations caused France to occupy the Ruhr in order to take coal and steel as payment. The Weimar government called a strike and printed money to pay the striking workers. This got out of control and led to hyperinflation – a situation where prices rise so fast that money loses its value and becomes worthless. Many Germans lost out and blamed the Weimar government for this.

| Losers from hyperinflation | Winners from hyperinflation |
|---|---|
| Savers were the biggest losers. Some people had saved all their lives to get 1000 marks in the banks – by 1923, it wouldn't even buy them a loaf of bread.<br><br>Elderly people who lived on pensions. These were fixed and did not go up with prices.<br><br>Small businesses collapsed – normal trade was impossible because prices were increasing by the hour. | Borrowers. It became easy to pay off debts. If you owed 10 000 marks in 1920 (a lot of money then), it could be paid off easily by 1923.<br><br>Some larger businesses benefitted from this and also bought up small businesses that were struggling. |

## The Munich Putsch November 1923

This was an attempt by Hitler and the Nazis to seize control of the German government by force. It failed and Hitler ended up in Landsberg Prison. However, many historians do not see it as a complete disaster.

| Evidence the Munich Putsch Failed | Evidence the Munich Putsch Had some Success |
|---|---|
| • The Nazis failed to seize power<br>• 16 Nazis were killed in a gun battle with the police<br>• The leading Nazis were arrested including Hitler who was sentenced to five years in prison.<br>• The incompetent handling of the Putsch - especially the escape of Vonn Kahr – made the Nazis a laughing stock to many Germans. | • Hitler used the trial to push his ideas and gain publicity. By the time it was over he and the Nazis were well- known all over Germany.<br>• Hitler received a lenient sentence and only served 9 months.<br>• He used his time in prison to dictate Mein Kampf which became the bible of Nazi ideas.<br>• Most importantly, Hitler learned a valuable lesson - that he would not be able to seize power by force and would have to win elections to gain power. |



**Year 8, Topic 6: The Rise of the Nazis, 1918-1933**

## A Golden Age?: The Stresemann Years 1924 to 1929

Gustav Stresemann became Chancellor in 1924 and did much to solve Germany's problems and help it to recover.

| Problem | Stresemann's Solution | Success, failure or a bit of both? Explain | Rating<br>***** = perfect<br>To * = poor |
|---|---|---|---|
| **Hyperinflation** | He stopped printing money and replaced all the old money with a new currency called the Rentenmark. | Yes. Germans trusted the new currency and hyperinflation ended. However, people who had lost all their savings never got their money back. | |
| **French occupation of the Ruhr** | He did a deal with the Big Three (the US, Britain and France) called the Dawes Plan which allowed the Germans to pay less over a longer period. | Yes. French soldiers left the Ruhr. However, some Germans thought Stresemann had given in to the French and demanded an end to all reparations. | |
| **Poor relations with other countries** | • He made agreements with other countries. 1925 – Germany signed the Locarno Pact with Britain, France, Belgium and Italy. They promised not to invade each other.<br>• 1926 – Germany was allowed to join the League of Nations, an international organisation set up by the treaty of Versailles to keep world peace.<br>• 1928 – 64 countries including Germany signed the Kellogg-Briand pact promising not to invade each other. | Germany became an important power again. The league of nations gave Germany "great power" status. However, some Germans were still not satisfied that the land taken from Germany at the Treaty of Versailles was not given back. | |
| **Weak Economy** | He organised loans from the USA (part of the Dawes Plan). This was used to built new factories and machinery, housing, hospitals, schools and roads. This created jobs and more money in the economy. Some American companies like Ford also set up factories in Germany. | Slowly Germany became more prosperous. Some even called it a "golden age". However, some – including Stresemann himself – were worried that Germany was too reliant on US loans. In 1928, he said, "Germany is dancing on a volcano. If America calls in their loans, a large section of our economy would collapse." | |

**Year 8, Topic 6: The Rise of the Nazis, 1918-1933**

# Why Did Hitler and the Nazis Become So Popular Between 1929 and 1933?

| Reason | How it helped Hitler to gain support |
|---|---|
| **The Depression** | The Depression hit Germany hard. Businesses collapsed and unemployment soared. This suited Hitler. The voters who had thought he was a crazed extremist in the 1920's now started listening to and voting for him. |
| **Unhappiness with democracy** | The politicians could not agree on how to solve the Depression. They seemed to argue endlessly. There were so many politicians from so many political parties that they could never all agree on what to do. President Hindenburg had to use his emergency powers under Article 48. To many Germans, democracy was not working and they began to listen to parties with extreme ideas like the Nazis and the Communists. |
| **Fear of Communism** | In 1917, there had been a Communist revolution in Russia. The Communist Party took over all businesses, factories and farm. The possibility of this happening in Germany terrified many ordinary Germans, particularly businessmen and farmers. Religious people were also worried as Communists did not believe in religion. Hitler promised to fight the Communists. |
| **The appeal of Hitler** | Hitler was a powerful and inspiring speaker who was able to fill his audiences with hope. He was able to make people believe that he could be trusted to make Germany great again. |
| **The organisation of the Nazi Party** | When the Depression hit in the 1930's, the Nazis looked like the most organised and disciplined political party in Germany – just the sort of people to restore the country to greatness. |

# Year 8, Topic 7: Hitler in Power, 1933-1939

## Hitler's steps to dictatorship, 1933-1934



**Becoming Chancellor, Jan 1933**

**Reichstag Fire, 27 Feb 1933**

**Hindenburg uses Article 49 to ban Civil Liberties**

**Communists banned from Reichstag**

**23rd March, Enabling Act**

**2nd May, Trade Unions banned**

**14th July, Political Parties banned**

**2nd Aug, Hindenburg dies. Hitler becomes Fuhrer**

## Propaganda

All **newspapers** were censored and controlled through the Reich Press Chamber.

Visual **posters** with a simple message.

Mass **Rallies** showed how large Hitler's following was e.g. Nuremburg 1934

**Radios** were made cheap so everyone could buy one. Foreign stations were banned and radios played folk music and Nazi speeches.

**Berlin Olympics** in 1936 was intended to showcase Nazi technology e.g. Film and Aryan 'superiority'

Reich **Cinema** Law and made it compulsory to pre-censor all scripts, majority of films shown in Germany were made in Germany.



**Joseph Goebbels**

## Terror

**The Gestapo**
The secret police. People were most afraid of the Gestapo because they tapped into phones and spied on people. They relied on ordinary people to be informants.

**The SS**
Hitler's private bodyguards who evolved to be the main organisation involved in terror. Ran concentration camps and arrested people.



**Heinrich Himmler**

**Concentration Camps**
Were set up by the Nazi's as prisons for political opposition or anyone deemed to be an 'enemy'. The SS acted as guards and were not punished for torture.

**Night of the Long Knives**
At the end of June 1934 Hitler got rid of any potential internal opposition by murdering Ernst Rohm and many leading SA members.

### Why was there not more opposition against Hitler?

1. **Germans were afraid-** Gestapo, SS, concentration camps.
2. **Opposition was divided-** Political parties banned so little communication between opposition.
3. **People didn't know what was going on-** Holocaust and Gestapo activities were hidden
4. **People were satisfied with Hitler-** Economic success

Year 8, Topic 7: Hitler in Power, 1933-1939

## Hitler's economic policies

| Policy | Impact |
|---|---|
| **German Labour Front** | Organisation set up to **take over from Trade Unions**. Germans had to pay subscription fee which gave Hitler lots of money for Public Works Schemes. They found jobs for people (but they did not have a choice of job). |
| **Reich Labour Service** | Compulsory **6 month work for 18-25 year old men.** Often on Public Works Schemes. They were paid very little but got shelter and food for free. Many previously unemployed young men were happy with this. |
| **Strength through Joy** | Organisation run by Robert Ley which aimed to **control workers' leisure time.** Sports activities, cheap holidays and even cruises were given to hardworking Germans. **The Volkswagen Scheme** also provided Germans with the ability to buy a car but these were never produced. |
| **Farmers** | Hitler promised to buy goods from farmers at a fixed price but the **Reich Entitlement Farm Law** in 1933 prevented the eldest sons of farmers from leaving the countryside. |
| **Rearmament** | From **1935 all males aged 18-25 were conscripted.** This further lowered unemployment figures. Hitler also signed huge contracts with factory owners to produce weapons. |
| **Sacking Jews and Women** | By sacking Jews and pressuring women to leave jobs **Hitler opened these job up to men** to increase the employment figure. Although the amount of women in employment actually increased from 1933-1939. |

## Youth

**Education**

- Nazi **curriculum** e.g. Eugenics
- Anti-Nazi teachers **sacked**
- Children encouraged to **report** teachers

**Youth Groups**

- **Hitler Youth** for Boys, **League of German Maidens** for girls.
- Boys focused on **weapon training** and camping and girls on motherhood and cooking.

## Opposition to Hitler

| Passive Resistance (low risk) | Active Resistance (high risk) |
|---|---|
| Grumbling and anti-Nazi jokes | **July Bomb Plot 1944-** Nazi generals failed attempt to assassinate Hitler |
| Anti-Nazi graffiti | **Edelweiss Pirates-** youth group that spread foreign news and attacked SS |
| | **White Rose-** University students handing out anti-Nazi leaflets |
| | **Church-** Cardinal Galen and Martin Niemoller gave sermons against Nazis and spoke out against forced euthanasia. |

## Timeline of Anti-Semitism, 1933-1939

**March 1933**
Jewish lawyers and judges are sacked.

**April 1933**
Jews are excluded from sports clubs

**Sep 1935 Nuremburg Laws**
Jews classified as having 3-4 Jewish grandparents and their citizenship is taken away.

**August 1938**
Jews must change their name to 'Israel' or 'Sara'

**Oct 1938**
Jewish passports stamped with a J

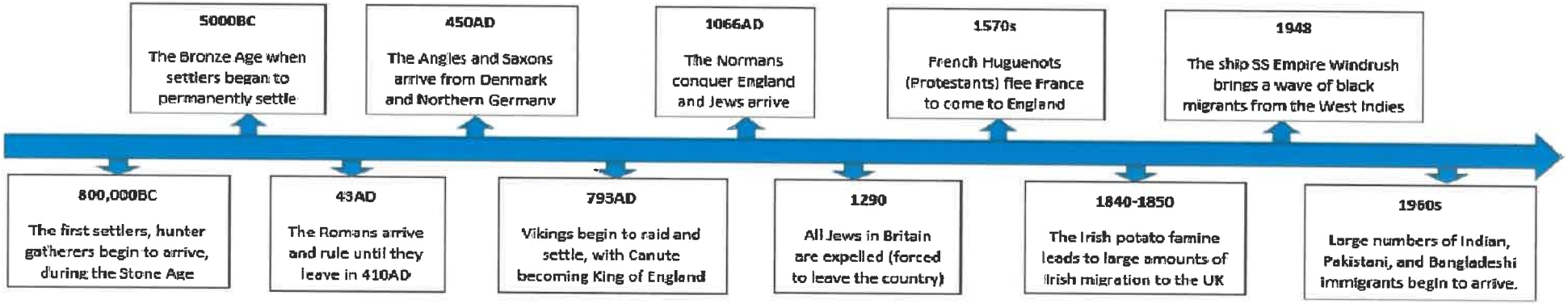


**Nov 1938 Kristallnacht**
Jewish homes and shops are destroyed by ordinary Germans



Edelweiss Pirates

# Year 8, Topic 8: Migration to Britain




## Why did people migrate over time?

| | | |
|---|---|---|
| 1 | **Politics** | Groups like the Romans and Normans came to Britain as part of their conquest (takeover) of the country to increase their empire. |
| 2 | **Religion** | Religious groups like the Jews and Huguenots came to Britain. They were forced to leave their homes as they were persecuted (targeted) for their religious beliefs and they felt they would be welcomed in Britain. |
| 3 | **Economics** | Groups like the Irish or West Indians came to Britain for economic (money) reasons, many simply wanted a better job and standard of living as back home it was too hard. |

## Key Words

| | | |
|---|---|---|
| 4 | **Migration** | The movement of people from one place to another. |
| 5 | **Stone Age** | Period where tools where made of wood/stone and when people began to permanently settle in England. |
| 6 | **Hunter Gatherer** | The first settlers to Britain, they moved around hunting and gathering food. They did not settle down. |
| 7 | **Doggerland** | A land bridge between Britain and Europe that the first settlers crossed to hunt, fish, and settle in Britain. |
| 8 | **Bronze Age** | Period of time after the Stone Age. |
| 9 | **Must Farm** | A Bronze Age settlement in England from 3000bc. |

| | | |
|---|---|---|
| 10 | **Empire** | A collection of countries ruled by another e.g. Rome or Britain |
| 11 | **Alfred the Great** | An Anglo-Saxon King from the 9th century, united 'England' to defeat the Vikings at the Battle of Edington. |
| 12 | **Danelaw** | Area of East England ruled by the Vikings and their ancestors between the 9th and 11th century, with their own laws and customs. |
| 13 | **Persecution** | People being abused and treated cruelty for who they are. |
| 14 | **Protestant** | Christians who broke away from the Catholic Church. |
| 15 | **Reformation** | In the 16th century when the Catholic church's dominance dropped and the Protestant faith began to rise. |
| 16 | **Famine** | An extreme shortage of food. |
| 17 | **Voluntary Migration** | When people choose to move countries. |
| 18 | **Forced Migration** | When people have little/no choice but to leave their country. |
| 19 | **West Indians** | People from the Caribbean, many of these used to be part of the British Empire e.g. Jamaica. |
| 20 | **Racism** | Treating another group differently because of their race. |
| 21 | **Great Britain** | When England, Wales and Scotland united in 1707. |
| 22 | **Commonwealth** | Countries that previously were in the British Empire. |
| 23 | **Multicultural** | Where several different cultural groups live together within society. |
| 24 | **Rivers of Blood** | An anti-immigration speech by Enoch Powell from 1968. |
| 25 | **Brexit** | A vote of 2016 where Britain decided to leave the EU, as a result the government hopes to reduce migration to Britain. |