



# KS4 History Knowledge Book

Name: \_\_\_\_\_  
Teacher: \_\_\_\_\_  
Form: \_\_\_\_\_



Saint Benedict  
A Catholic Voluntary Academy



*Love, Belief, Integrity, Knowledge*



# OUR VALUES

**BE WHO GOD MEANT YOU TO BE AND YOU  
WILL SET THE WORLD ON FIRE.**

## LOVE

As we know we are loved by God, we will learn to love ourselves and care for our own body mind and soul.

We will show love to one another by being patient and kind, not by being rude, boastful or proud.

As one body in Christ, we will ensure that no member of our community is left out or left behind

## BELIEF

We will encourage one another and build each other up.

We will let our light shine, making the world a better place for all.

## KNOWLEDGE

We will value knowledge: intelligent hearts acquire knowledge, the ears of the wise seek knowledge.

## INTEGRITY

We will always strive to make the right choice even when this is the harder path to take.

We will live and work sustainably.

**AT SAINT BENEDICT  
WE DEVELOP THE  
CHARACTER OF OUR  
COMMUNITY THROUGH  
OUR CURRICULUM AND  
CULTURE.**

# Respect

## What is Respect?

Showing respect is an important part of life, and how you maintain relationships.

Three types of respect:

1. Respect Yourself
2. Respect Others
3. Respect the Planet

Key words	Definitions
Respect	Due regard for the feelings, wishes and rights of others
Honour	The quality of knowing and doing what is morally right
Dignity	Sense of pride and self respect
Relationships	The way two or more people or groups connect and behave towards each other
Worthiness	The quality of being good enough

## Why is respect important?

Receiving respect from others is important because it helps us to feel safe and to express ourselves. Respecting others helps maintain a peaceful world and encourages others to be better people. Showing respect to our planet allows us to maintain it for future generations.

1

# Rules and Sanctions

**Build up a loving community**

Key word	
Conduct	The way in which a person behaves.
Unacceptable	Something that is not suitable or appropriate.
Boundaries	The limits of something.
Sanction	A penalty or action taken when a rule or law has been broken.
Consistent	Acting in the same way overtime to be fair.

## Behaviour

Rules and sanctions are things which guide our behaviour. We follow rules and regulations to be fair and consistent. Sanctions occur if we do not follow rules or deliberately break them.

## Preparation for life

All aspects of life require us to follow rules. There are rules in school; rules in your family and home; rules to follow when crossing the road and using the bus and so on. Structure and rules allow us all to know what is acceptable and how to conduct ourselves. Rules reassure us

## The law

We are all bound by the rules of the law. If we break the law, we face a raft of different sanctions. Ultimately, having rules in schools is about a lifelong understanding about what is right and what is wrong.

2

# Kindness

## Key word

<b>Empathy</b>	Understand and share feelings of others
<b>Compassion</b>	Concern for misfortune of others
<b>Compliment</b>	Praise or congratulate others
<b>Considerate</b>	Thoughtfulness and sensitivity to others
<b>Generous</b>	Being liberal with things

## Treat others how you would want to be treated yourself.

### What is Kindness?

The quality of being friendly, generous and considerate

### What does it mean to be kind?

To have empathy/sympathy, be compassionate, looking for good in people.

### Why is it important to be kind?

Makes you feel happy, feel good about yourself

Builds strong relationships

Inspires others

### How can we show kindness?

Smile

Hold the door open for somebody

Say something nice (compliment)

Invite somebody sat on their own to join you

Manners

Listen to somebody

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# Emotions

## Key Words

<b>Feelings</b>	An emotional state or reaction.
<b>Relationships</b>	The state of being connected with someone else.
<b>Instinct</b>	A fixed pattern of behaviour.
<b>Intuitive</b>	Using what you feel to be true even without conscious reasoning.
<b>Reaction</b>	Something done, felt or thought in response to a situation or event.
<b>Identification</b>	The act or process of identifying someone or something.

## Work and play in harmony

### What are emotions?

Emotions are biological states associated with the nervous system.

Thoughts, feelings, behavioural responses, and relationships all generate emotions.

An instinct or, intuitive reaction or feeling can create emotions

### Identifying feelings

Making sense of what and how you feel is not always easy. To do this, we need to regularly check in with ourselves, making time to think about the feelings we are having and naming them. To do this, we need to think about our daily lives which may help us to see patterns of behaviour.

### Not all feelings or emotions are bad or negative!

It is important to recognise when you feel happy; relaxed and good about yourself. Knowing what has led to these feelings can help us identify things we do not like which may cause us negative feelings.

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# Verbal Communication

Treat each other with dignity and justice

Key Words	
Clarity	Vocal clarity means you do not speak too fast or too slowly. You consider carefully the words you mean and whether your listener can understand you.
Honesty	Honesty is speaking the truth.
Respect	Respect means that you accept somebody for who they are, even when they are different from you or you do not agree with them.
Appropriate	fitting the practical or social requirements of the situation.
Tone	a quality in the voice that expresses your feelings or thoughts, often towards the person being spoken to or the subject being spoken about
Courtesy	politeness, good manners, or consideration for other people.

## What is verbal communication?

Verbal communication is the use of words to share information with other people.

## What does it mean to communicate effectively?

Every time you verbally interact with someone you are aiming to develop your understanding of the world; you may be wishing to obtain information, respond to a request or offer support or guidance to another. In every one of these exchanges you are representing your tutor, your family and most importantly yourself.

## Why is it important to communicate effectively?

All young people need to develop good speech, language and communication skills to reach their full potential.

Speech, language and communication underpin the basic skills of literacy and numeracy and are essential for you to understand and achieve in all subjects.

## How can we communicate effectively?

Make eye contact

Speak honestly

Consider your role within the school

Consider the role of the person you are speaking to

Think carefully why you need to speak to the person you are addressing

Where necessary adapt as your conversation develops

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# Manners

Key Words	
Manners	A person's words or way of behaving towards others.
Respect	A regard for the feelings, wishes, or rights of others.
Listen	To take in what you hear.
Harmony	A time of behaving in one way to produce a pleasing effect.
Vocabulary	The range of words that we know and use.
Gratitude	The quality of being thankful; readiness to show appreciation for and to return kindness.

## Loving...harmony...dignity

### Treat your neighbour as yourself

The way in which we behave and speak towards others, reflects in their actions and words towards us.

### Show the best side of yourself

When you speak to others, always show respect; be polite and thankful. Use the words 'please, thank you, sorry and pardon' when communicating with others.

### Manners are for every situation

Every interaction has space for the use of manners: speech, emails, messages. Often when we get upset or angry we don't use manners.

However it does calm a situation if you do.

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# Change

Key Words	Definition
Change	Make or become different
Organised	Make arrangements or preparations for an event or activity
Opportunity	A time set of circumstances that make it possible to do something
Coping	To deal effectively with something difficult
Embrace	Accept (a belief, theory or change) willingly and enthusiastically
Strategies	A plan of action designed to achieve a long term or overall aim

## Develop potential to the full

### Find the positive

Don't allow yourself to become negative about the changes in your life. Change is good, keep repeating it.

### Feeling vulnerable

Facing change can be very overwhelming, leaving you feeling very emotional. Make it your mission to be proactive and respond to it positively.

### Talk about it

It's good to talk about change in your life. Focus on problems, solutions and the positives that change will bring. Try to avoid focussing on the negatives and letting emotions take over.

## Study Skills – Ways to learn and remember

### Self quizzing (look, cover, write)



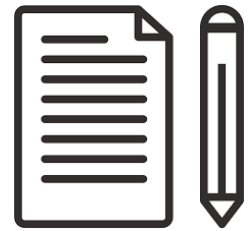
Read through the information in the knowledge book that you want to learn



Cover the information up



Write down as much as you can remember



Use the knowledge book to;

- a) Correct any mistakes
- b) Add any information that you forgot

1

## Study Skills – Ways to learn and remember

### Spacing



Complete a self quiz of the information you want to learn



Wait for a day or 2 (depending on the deadline)



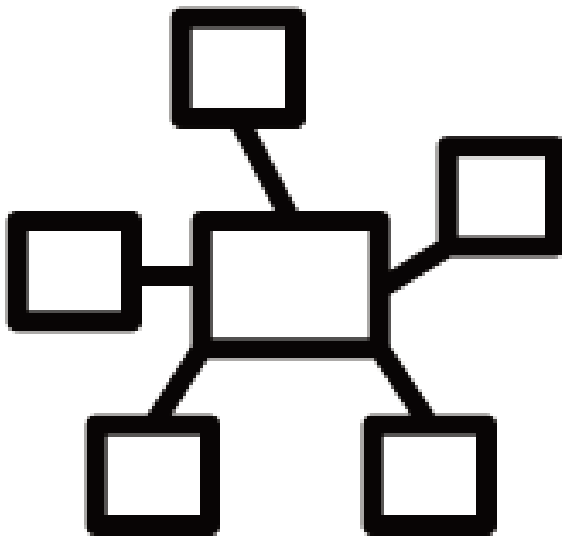
Repeat the self quiz.

**The more times you can repeat this process, the more you will be able to remember without the book**

2

# Study Skills – Ways to learn and remember

## Elaboration



Think about the topic that you are studying

Ask questions such as who, what, why, where, when how. Try to find the answers

See how these ideas connect - a mind map will be useful for this

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# Study Skills – Ways to learn and remember

## Concrete Examples

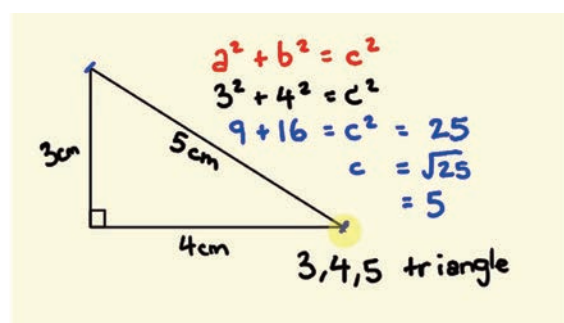


### Pythagoras theorem example

If you tried to explain Pythagoras's theorem to someone verbally, it would be quite hard to understand.

By using a concrete example that shows exactly how to use Pythagoras theorem, it is much easier to remember, understand and use

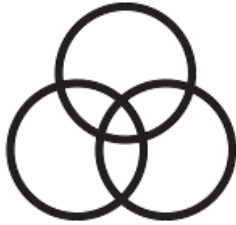
A concrete example is an clear example of an abstract idea



4

# Study Skills – Ways to learn and remember

## Interleaving



Research says we will actually learn more effectively if we mix our study skills up rather than using the same techniques all the time

1. Try to use different study skills rather than just one technique.
2. When revising for exams, prepare a revision timetable and try to revise more than one subject during a session

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# Study Skills – Ways to learn and remember

## Dual Coding



As well as **writing** information down, **create an icon/ drawing** too for individual facts. This helps your brain to remember the information

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# GCSE HISTORY

GERMANY 1890-1945

CONFLICT & TENSION 1918-1939

ELIZABETH 1558-1603

MIGRATION AND EMPIRE c790-PRESENT DAY

ASSESSMENT QUESTION STRUCTURES

MEG	Y10 PPE	Y11 PPE1	Y11 PPE2

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15	Impact of ToV			
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19	Spartacist Uprising- January 1919			
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# GCSE HISTORY PAPER 1 GERMANY 1890-1945

## Germany overview timeline

- 1888**  Kaiser Wilhelm II becomes Emperor of Germany
- 1898**  Naval race: Germany begins to expand its navy to compete with Britain's navy
- 1914**  First World War begins
- 1918**  **November** – Kaiser Wilhelm II abdicates
-  **November** – First World War ends
- 1919**  **January** – Spartacus League revolt
-  **June** – Treaty of Versailles is signed
-  **August** – Weimar Constitution is established
- 1920**  **January** – American jazz music comes to Germany
-  **February** – Founding of the Nazi Party
-  **March** – Kapp Putsch





 Blue: economic events   
  Red: political events  
 Black: international events or foreign policy   
  Yellow: social events

- 1922**  **March** – Foundation of Hitler Youth
- 1923**  **January** – French and Belgian troops invade German industrial area of the Ruhr
-  Hyperinflation makes money worthless
-  **November** – Munich Putsch
- 1924**  Gustav Stresemann becomes Foreign Minister
-  **August** – Dawes Plan: US loans money to Germany
- 1925**  **February** – Hindenburg becomes President

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## Germany overview timeline

- 1926**  **January** – Germany joins League of Nations
- 1929**  **February** – Young Plan is proposed
-  **October** – Wall Street Crash, leading to the Great Depression
- 1930**  The Depression takes hold in Germany
- 1933**  Hitler is named Chancellor; after Hindenburg's death in 1934, Hitler becomes Germany's dictator
- 1934**  **June** – Night of the Long Knives; Rohm is arrested and later shot
- 1936**  **August** – Summer Olympics held in Berlin
-  Membership of the League of German Girls becomes compulsory

 Blue: economic events   
  Red: political events  
 Black: international events or foreign policy   
  Yellow: social events

- 1937**  Volkswagen car company is formed
- 1938**  **November** – Kristallnacht: Jewish homes, businesses and synagogues attacked
- 1939**  **September** – Germany invades Poland: the Second World War begins
- 1942**  **January** – Wannsee Conference: plan created for extermination of Europe's Jews
-  Death camps are set up in German-occupied areas
- 1945**  **April** – Hitler commits suicide
-  **May** – Surrender of Germany to Allies in the Second World War

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## Germany before World War ONE

### Problems faced by the Kaiser

Debt	Germany was in debt as the Kaiser was spending lots of money on building up his navy.
Socialists	The Socialists (who did not like the Kaiser) got 1/3 of votes in elections to the Reichstag.
Competition	Germany was competing with Britain and other nations over the size of the militaries and empires.

Key Individual	Details
Kaiser Wilhelm II	<p>Leader of Germany. Not elected.</p> <p>Wanted to rival Britain's empire (a place in the sun) and Navy.</p> <p>Related to the British Royal family – his grandmother was Queen Victoria</p> <p>Jealous of his cousins' empires</p>



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## Germany before World War ONE

Keyword	Definition
Kaiser	Emperor and leader of Germany
Reichstag	<p>German Parliament.</p> <p>Only men over 25 could vote. The Kaiser controlled it.</p>
Socialism	<p>Ideology that wants people to be equal.</p> <p>Opposed to the Kaiser and his power.</p>
Communism	<p>Left wing ideology that believe in equality.</p> <p>Wanted the workers to run Germany.</p>
SPD	<p>Socialist Party of Germany.</p> <p>Supported by the workers.</p> <p>Did not like the Kaiser.</p>
Dreadnought	Powerful battleship.
Trade Unions	<p>Represented workers and tried to improve conditions for them.</p> <p>Did not like the Kaiser.</p>
Weltpolitik	<p>World Policy. Germany trying to gain an empire like Britain's.</p> <p>They took over countries such as Kaiser Wilhelm land and Togoland.</p>
Navy Laws	<p>Granted money for the building of Dreadnoughts.</p> <p>Left Germany in debt.</p>

### Problems caused by World War One

Bankrupt	<p>Germany had borrowed money from USA.</p> <p>Factories were exhausted and had only produced material for the war.</p> <p>War pensions would cost the government a lot of money.</p>
Society Divided	<p>Some factory owners had made a lot of money</p> <p>Workers thought this was unfair as they had to put up with rationing and food shortages.</p> <p>Women had worked in the factories whilst most men thought their place was in the kitchen.</p>
Politically unstable	<p>People felt betrayed by the government and thought it was their fault Germany lost.</p> <p>They were called the November Criminals.</p>
Leadership	9th November 1918 the Kaiser abdicated (resigned) as leader of Germany

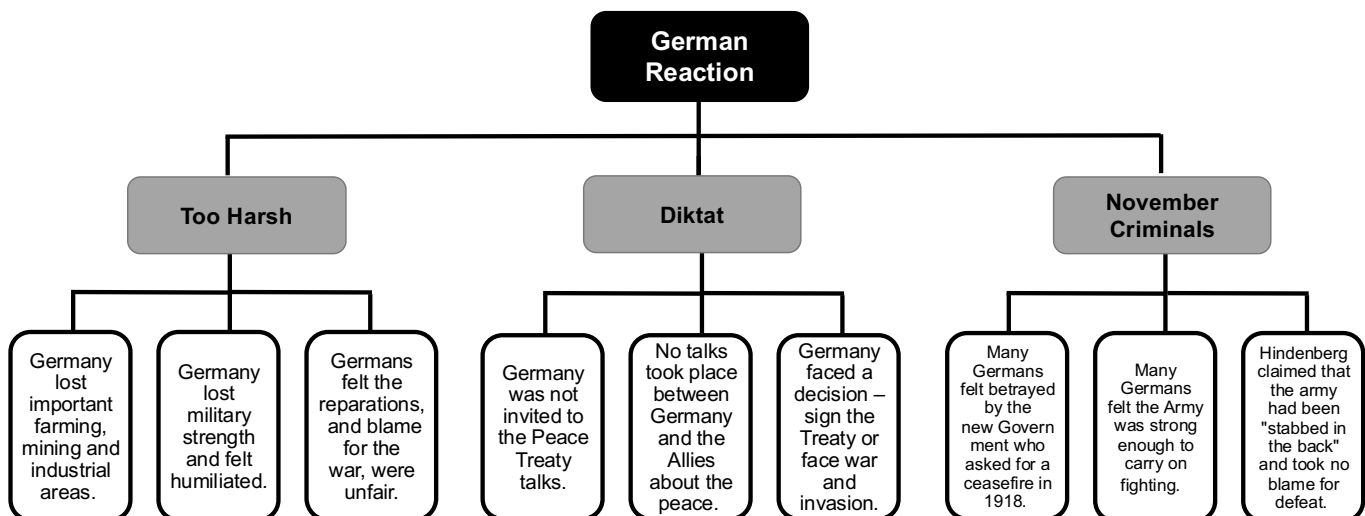
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## The impact of the Treaty of Versailles

Terms	Detail
War Guilt	Clause 231
	The war was Germanys fault
	It must pay the full cost of the war
Reparations	Set at £6.6 billion
Land	Germany had to hand over its colonies
	Areas of land taken and given to
	France – Alsace Lorraine
	Czechoslovakia - Hultschin
	Poland - Silesia
Army	Danzig placed under LON control
	Limited to 100,000
	Never join with Austria again – no Anschluss
Rhineland	No troops allowed to be placed in the de-militarised zone between Germany and France
Saar	Given to the LON for 15 years but France could take coal for that time.

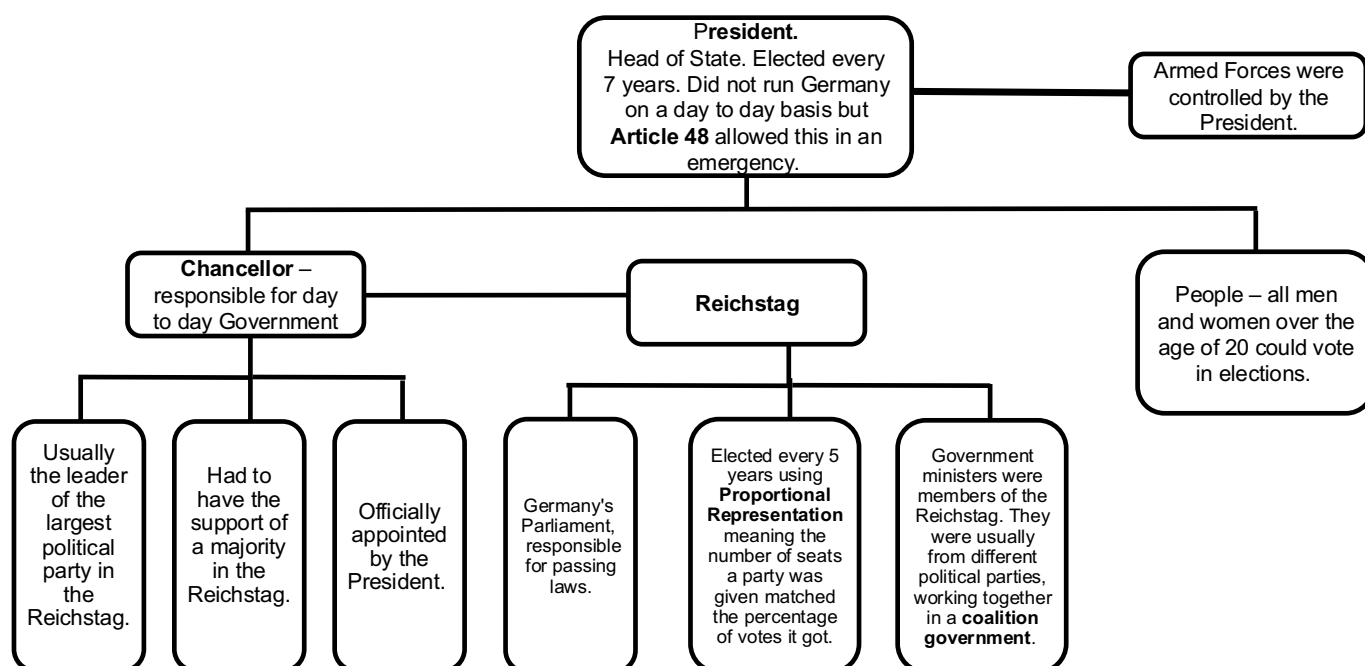
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### What did Germans think of the Treaty of Versailles?



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## The Structure of Government in Weimar Germany



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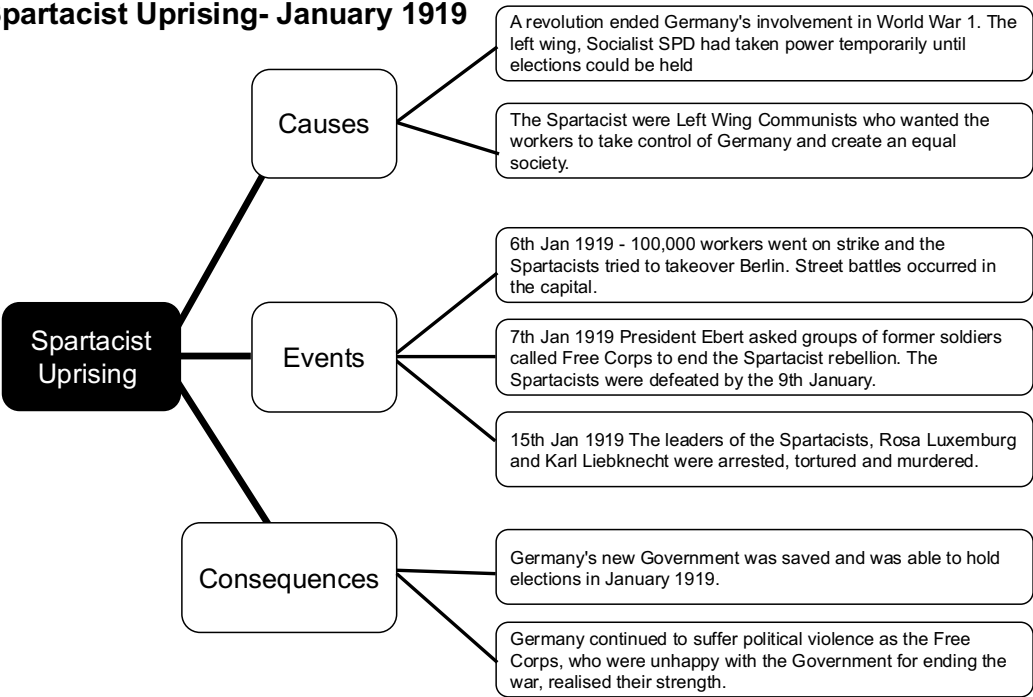
## Weimar Republic - Structure

Would the Weimar Republic work?		
Advantages	Proportional representation meant the system was fairer.	Smaller parties got more of a say.
Disadvantages	Article 48 meant the President could do whatever he wanted in an emergency. Not very democratic.	Proportional representation led to coalition governments. These often collapsed. This made it hard to achieve anything.

Keyword	Definition
Article 48	Part of the Weimar Constitution that gave the President the right to rule in crisis without the Reichstag.
Coalition Government	Government with more than one party in it. Often led to disagreements.
Proportional Representation	% votes in an election = % seats in the Reichstag.
Reichstag	German Parliament

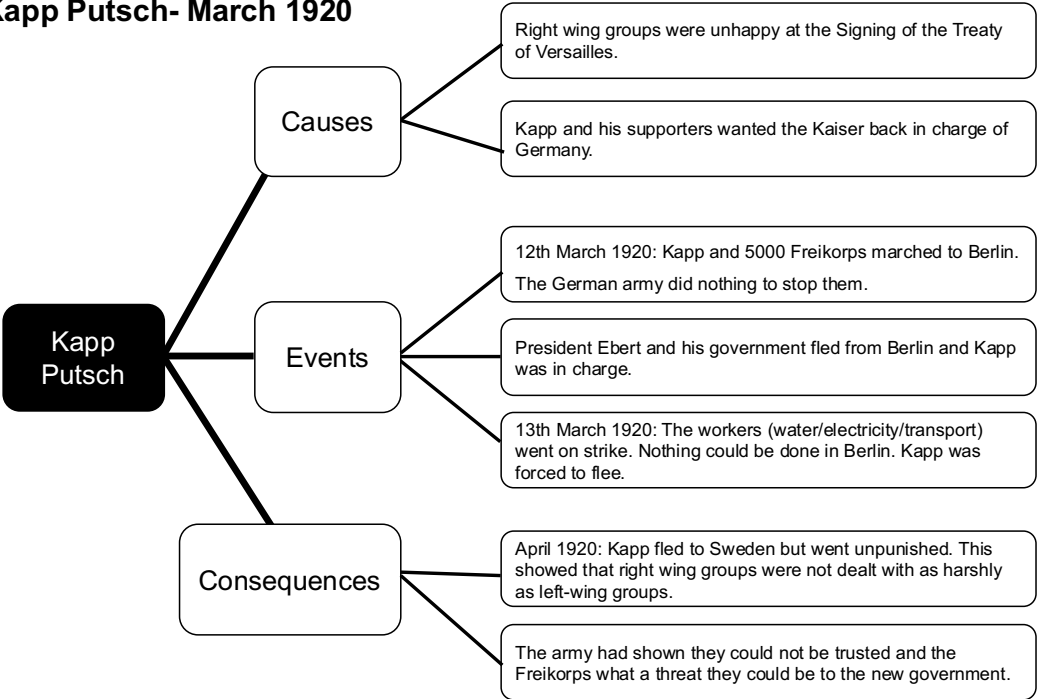


Spartacist Uprising- January 1919



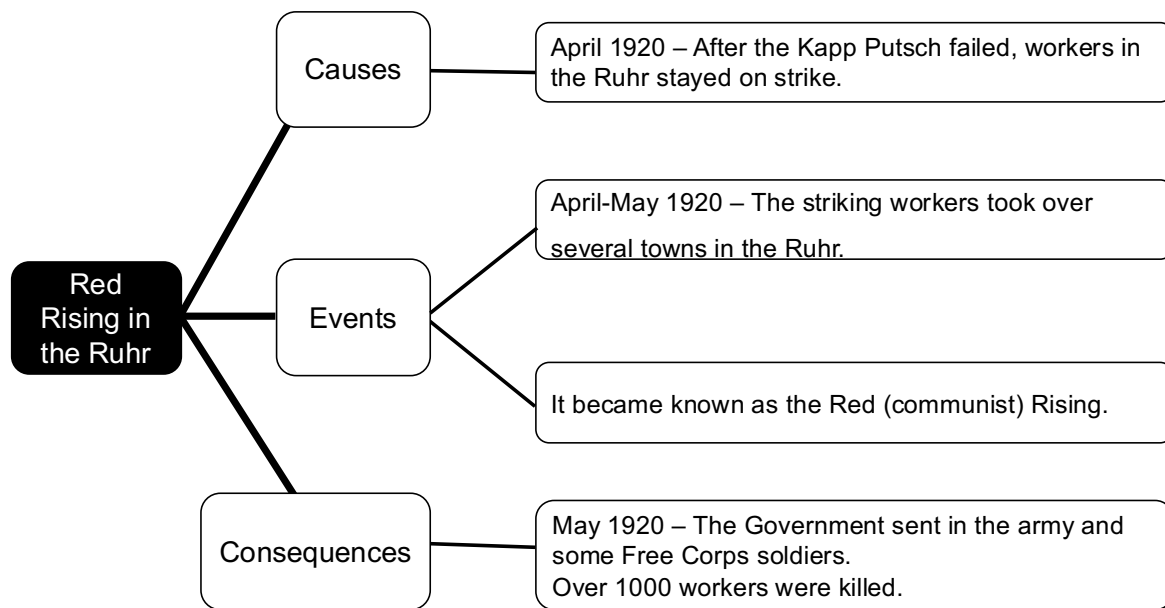
Keyword	Definition
Spartacists	Group who wanted Germany to be Communist
Communism	Left wing ideology that believe in equality. Wanted workers to run Germany.

Kapp Putsch- March 1920



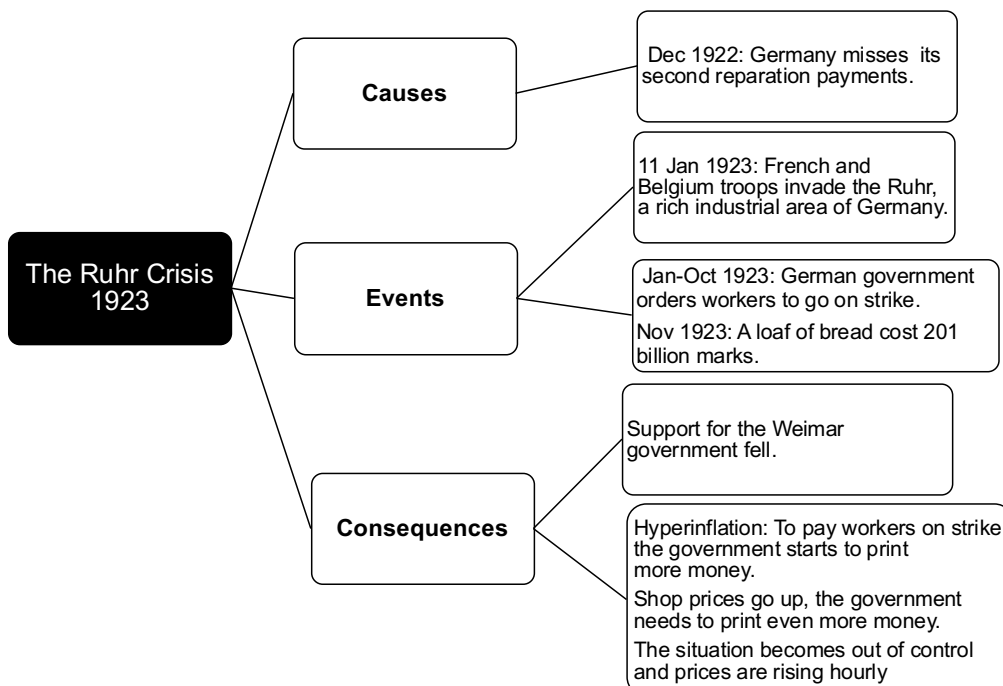
Keyword	Definition
Putsch	Rebellion or attempt to take over the government.
Free Corps	Ex-soldiers, right-wing who did not like the new Weimar government or communism.

## Red Rising in the Ruhr- March 1920 (following the Kapp Putsch)



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## Ruhr Crisis- 1923-1924

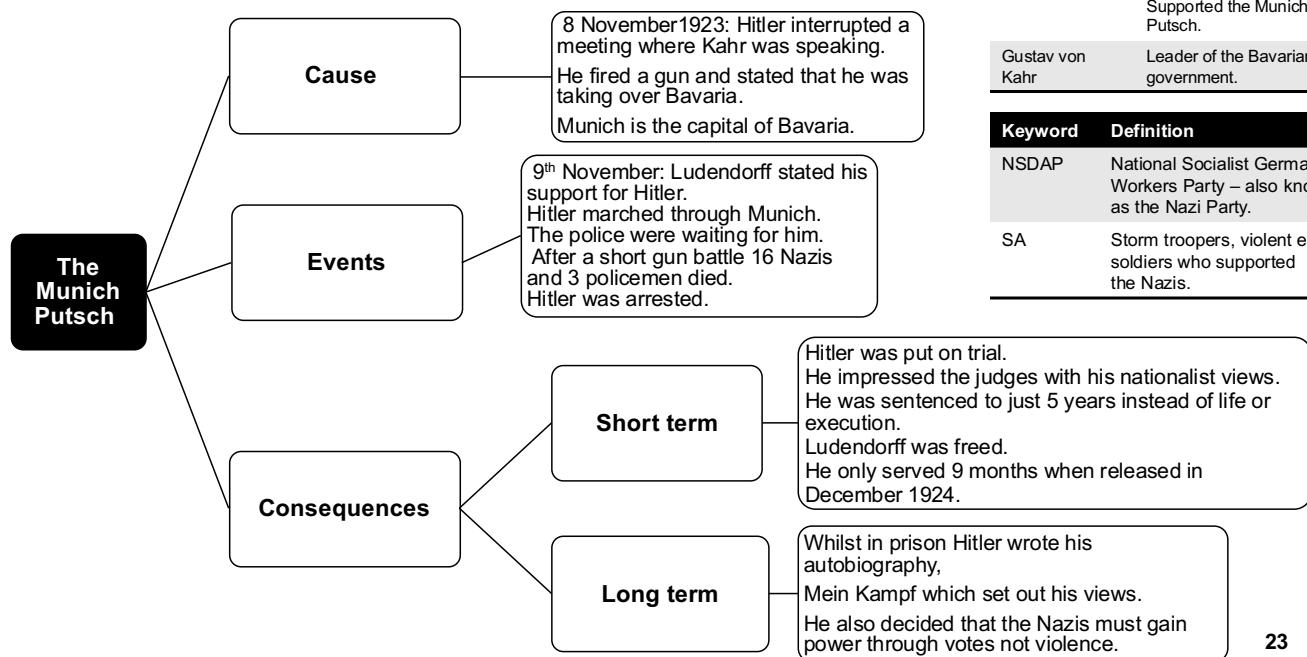


Keyword	Definition
Hyperinflation	Prices go up and money decreases in value at a very fast rate.
Diktat	Germany's name for the Treaty of Versailles, as it had been dictated to them.

Winners	Losers
People with loans could easily pay them off.	Anyone on fixed incomes, pensioners, could not afford food. Savings were now worthless. Many businesses collapsed.

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## Munich Putsch – November 1923



Key Individuals	Details
Adolf Hitler	Leader of the Nazi Party
Ludendorff	Former army leader. Supported the Munich Putsch.
Gustav von Kahr	Leader of the Bavarian government.

Keyword	Definition
NSDAP	National Socialist German Workers Party – also known as the Nazi Party.
SA	Storm troopers, violent ex-soldiers who supported the Nazis.

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## Weimar Recovery – Stresemann Recovery

Problem	Solution
Hyperinflation	Stresemann introduced a new currency, the Rentenmark. Prices were brought back under control.
French troops in the Ruhr	Started to pay reparations. The French left the Ruhr
Germany is not trusted by other countries	Stresemann signed the Locarno Treaty in 1925. Locarno meant Germany accepted the TOV. In 1926 to Germany being allowed to join the League of Nations.
The economy is not doing well	Stresemann signed the Dawes Plan in 1924 with the USA. This lent Germany 800 million gold marks to help pay reparations and re-build the economy. A further deal in 1929, Young Plan, gave Germany longer to pay the reparations.

Consequences
The economy began to grow and hyperinflation was brought under control.
People with savings did not get their money back and were unhappy with the government.
Germany was now too reliant on US loans.
Support for the Nazi party fell.

Key Individuals	Details
Stresemann	Foreign Minister of Germany 1923-29
Charles Dawes	US politician who negotiated the Dawes Plan.

## Weimar Culture

Topic	Detail
Literature	All Quiet on the Western Front, an anti-war book became a best seller.
Nightlife	Jazz music was popular in clubs. Increased freedom allowed for transvestite evenings at clubs.
Art	Artists like Grosz began to paint ordinary people and their lives for the first time.
Cinema	Marlene Dietrich was a worldwide movie star. Metropolis was the most advanced film of the decade.
Design	Bauhaus, with its focus on simplicity, became the most popular school of design.

### Consequences

Lack of censorship meant artists had more freedom.  
However, right wing groups thought it was decadent.  
The extremists (Nazis) felt new culture reflected a decline in Germany.

Berlin became a culture capital and even rivalled Paris.

### Key Individuals

George Grosz	Famous artist from the Weimar period
Marlene Dietrich	Famous German movie star

## Timeline of the growth of the Nazis

Date	Event	Details
1917	Russian Revolution	Communists takeover in Russia, begin to take land business of the rich.
1929	Wall Street Crash	USA stock markets crashed. Led to a worldwide depression.
May 1928	Election – how many seats?	SPD – 153 Nazis – 12 Communists - 54
1930	The collapse of the Grand Coalition	The coalition led by Müller collapsed as they could not come to an agreement about how to deal with the economic issues in Germany. Some wanted to increase taxes to support the poor and others did not want to raise taxes at all.
July 1932	Election – how many seats?	SPD – 133 Nazis – 230 Communists - 89
1932	Unemployment	6 million Germans are unemployed.

Date	Event	Details
July 1932	Election	Bruning resigned as Chancellor, Hindenburg appointed Von Papen.  As he didn't have much support in the Reichstag he called elections.  The Nazis won 230 seats and were now the largest party.  Hindenburg refuses to appoint Hitler as Chancellor.
Nov 1932	Election	Von Papen calls another election.  He loses even support and resigns.  The Nazi win 196 seats but are still the largest party.  Hindenburg again refuses to appoint Hitler as Chancellor and instead appoints Von Schleicher.
30 <sup>th</sup> Jan 1933	Hitler's appointment as Chancellor	Von Schleicher resigns as Chancellor.  Hindenburg has little option but to appoint Hitler as Chancellor.  To try and control Hitler Hindenburg insists on Von Papen being vice-Chancellor and only having 2 Nazis in the cabinet.

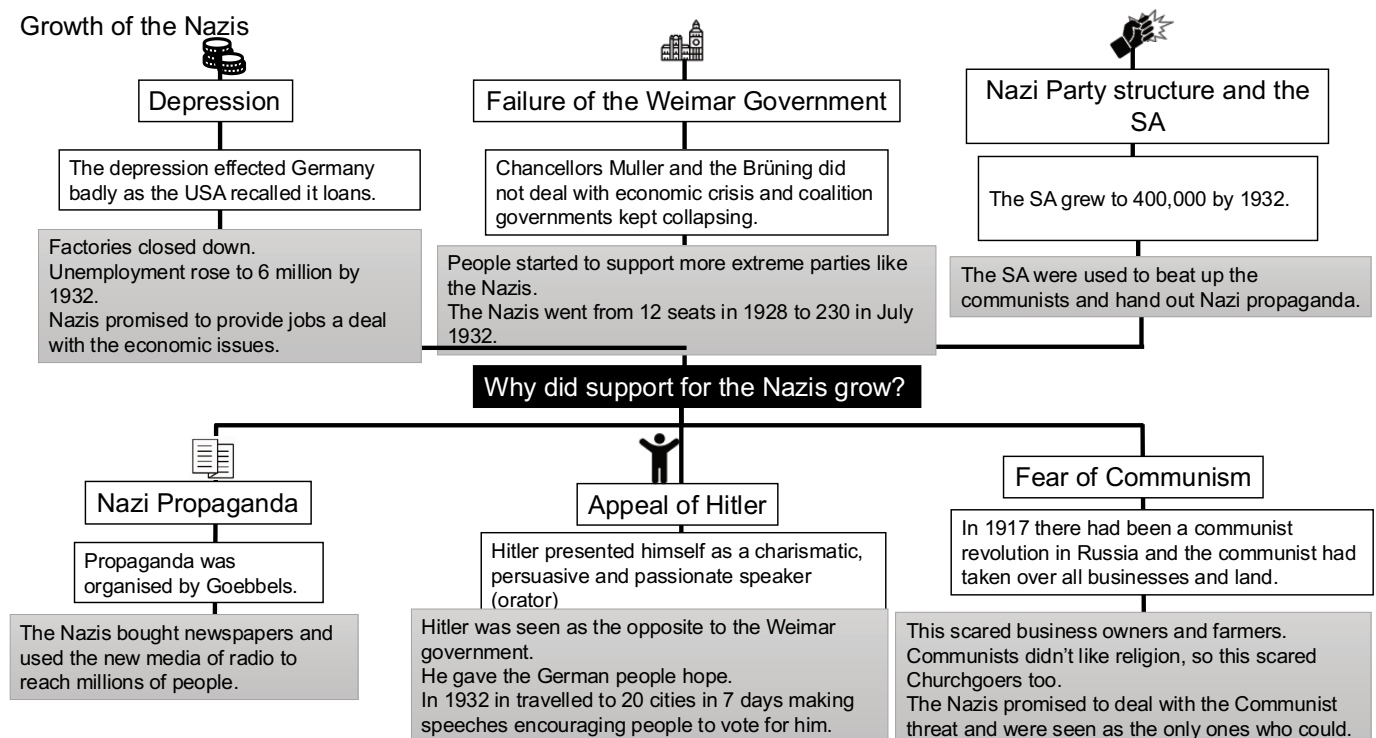
## Hitler Gains Power- Keywords and Key individuals

Keyword	Definition
Depression	Factories closed and there was mass unemployment around the World.
Propaganda	One sided information to persuade people to vote for the Nazi party.
Orator	A persuasive public speaker who engages their audience.

Key Individuals	Details
Josef Goebbels	Head of Propaganda for the Nazis
Hindenburg	President who appointed Hitler.
Müller	Chancellor in charge of the Grand Coalition. Stepped down in 1930.
Brüning	Chancellor from 1930-1932. Appointed by Hindenburg.
Von Papen	Another Chancellor before Hitler. Became vice-Chancellor when Hitler was Chancellor.
Von Schleicher	Chancellor before Hitler.

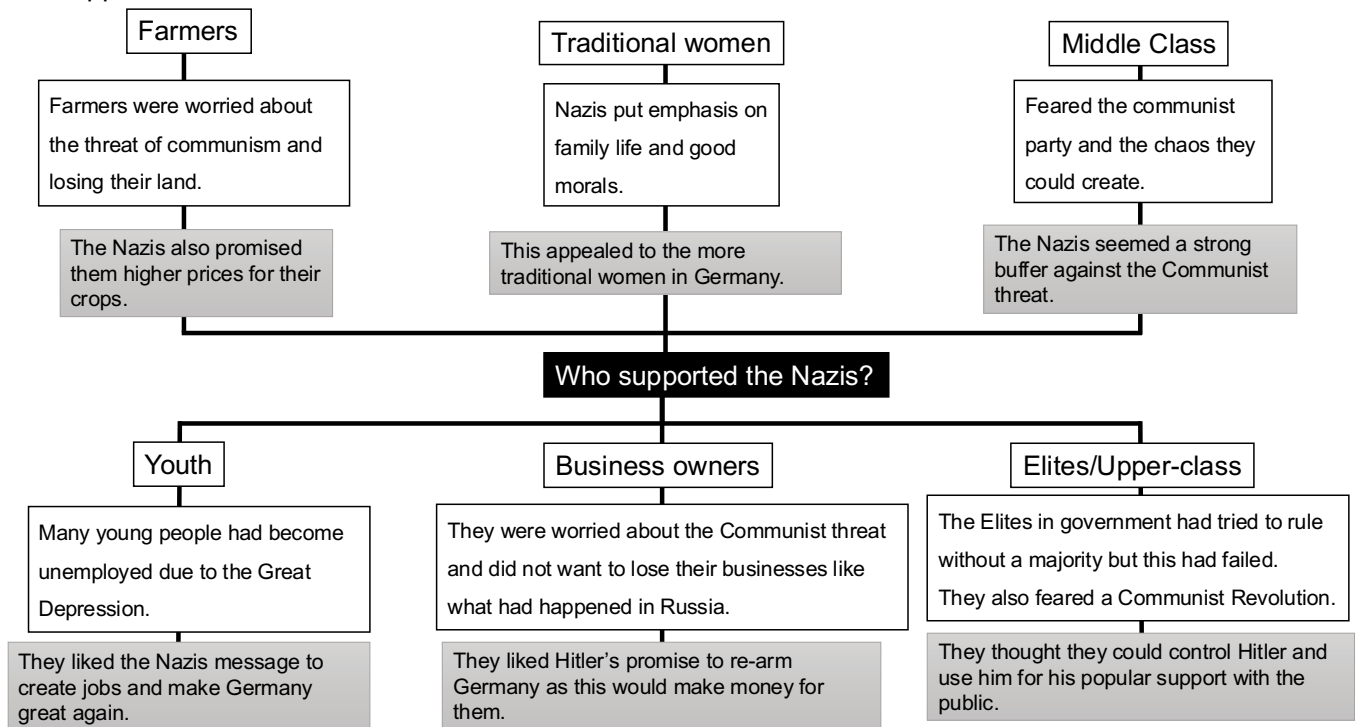
27

### Growth of the Nazis



28

## Who supported the Nazis?



29

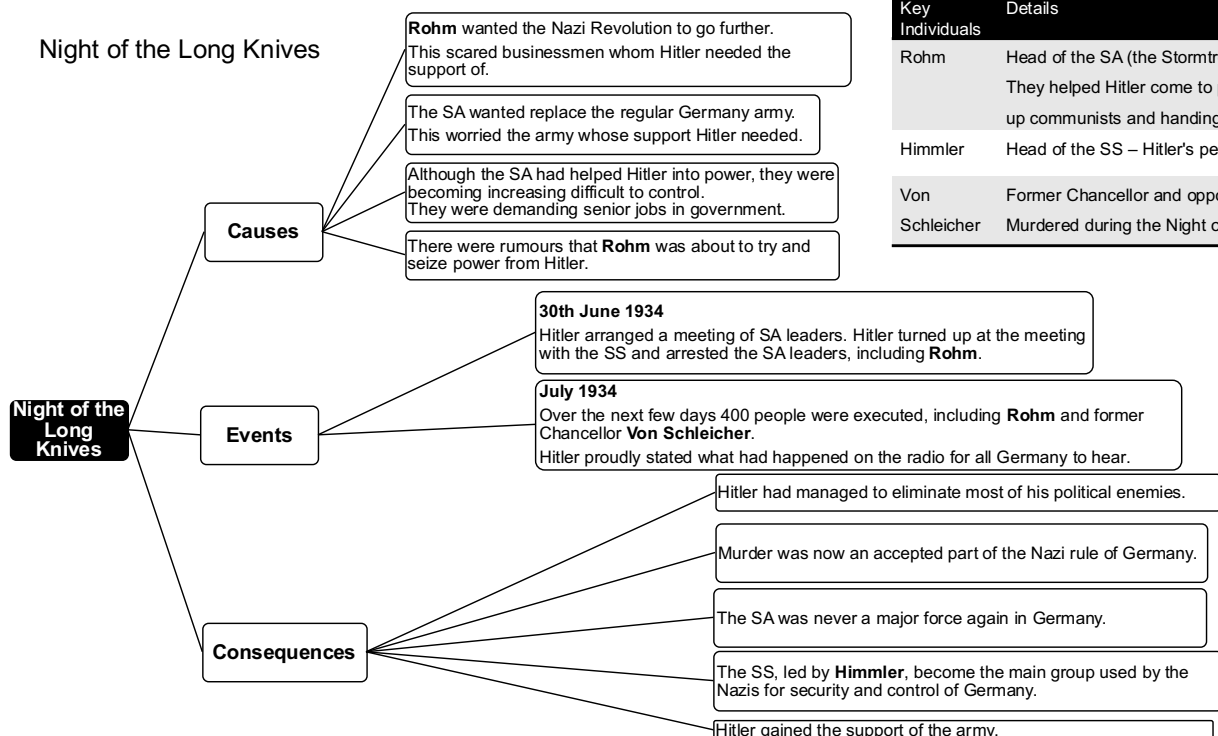
## Hitler's Consolidation of Power

Date	Event	Details
27 <sup>th</sup> Feb 1933	Reichstag Fire	Communists were accused of burning down the Reichstag
March 1933	Law for Protection of People and State	New law led to the banning of the communist's party from the Reichstag and all elections. Communist newspapers were shut down and 4000 communists were put in prison.
23 <sup>rd</sup> March 1933	Enabling Act	Gave Hitler the power to pass any law without needed the approval of the Reichstag.
7 <sup>th</sup> April 1933	Hitler uses new powers.	Nazis were put in charge of all councils and the police. The Gestapo was set up and the first concentration camp was established at Dachau.
2 <sup>nd</sup> May 1933	Trade Unions	Hitler bans all trade unions, took away their money and threw leaders in jail. Hitler had taken power away from the workers.
14 <sup>th</sup> July 1933	Law Against the Formation of New Parties	Hitler passed a law that banned all parties other than the Nazi party. Now Germany was a one party state.
2 <sup>nd</sup> August 1934	Hindenburg's death	President Hindenburg died, Hitler combined the Chancellor and President jobs into a new one – the Fuhrer of Germany. Hitler also made the army swear an oath of loyalty to him personally.

Keyword	Definition
Gestapo	Secret Police.
Concentration camp	Camp for political prisoners. Harsh conditions and long working hours.
Trade Unions	Tried to improve workers wages and conditions.

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## Night of the Long Knives



Key Individuals	Details
Rohm	Head of the SA (the Stormtroopers) They helped Hitler come to power by beating up communists and handing out propaganda.
Himmler	Head of the SS – Hitler's personal bodyguard
Von Schleicher	Former Chancellor and opponent of Hitler. Murdered during the Night of the Long Knives.

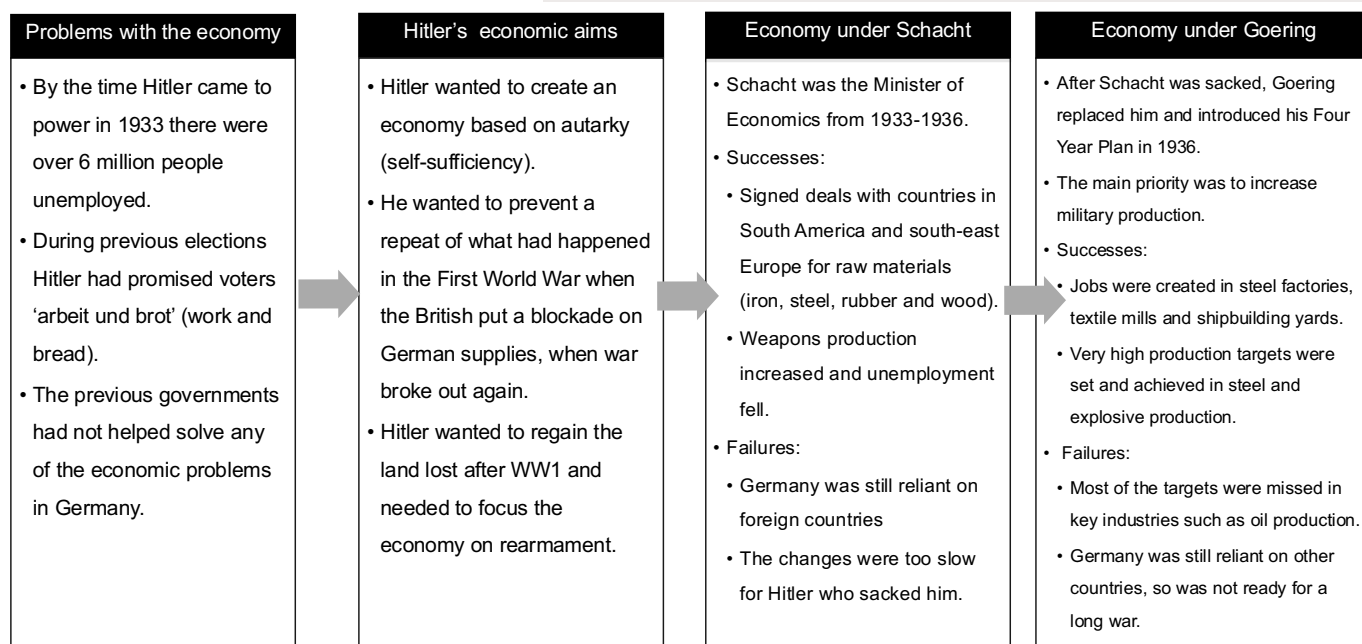
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## How did the Nazis improve the economy?

### Self-Sufficient (Autarky)

A country produces everything it needs and does not buy anything from other countries.

Germany tried different ways to achieve this, for example makeup from flour and coffee from acorns.



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Unemployment  
1933- 6 million  
1939- 0.4 million

## How did the Nazis try to reduce unemployment?

Scheme	Details
National Labour Service (RAD)	All men between 18-25 had six months in the RAD. They planted forests, mended hedges and dug drainage ditches on farms. The men wore uniforms and lived in camps but were given free meals. They were only paid pocket money.
Public Work Schemes	In June 1933, the Nazis orders the creation of the autobahns (motorway). This gave work to nearly 100,000 people and by 1938 3800 km of motorway were built. More schools and hospitals were also built, giving more people jobs.
Rearmament	New tanks, battleships, fighter planes and guns were built. Thousands of jobs were created. Huge government contracts made factory owners a fortune.

Scheme	Details
Conscription	In 1935 all males 18-25 were forced to join the army for two years. Within five years the army grew from 100,000 to 1.4 million men.
Invisible Unemployment	Jews and women, who had been forced to give up work, were no longer counted in the unemployment statistics. Traditional women approved of the new policy as there no pressure to find a job and could stay at home and be housewives. Jobs Jews had been sacked from provided jobs for non-Jews. <u>Part-time workers were counted as full-time.</u>

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## How did the Nazis help workers?

Scheme	Details
DAF – German Labour Front	Replaced the Trade Unions and led by Robert Ley. It promised to help workers who despite Nazi improvements hadn't had a wage increase, had to work long hours and had seen food prices increase.
SDA-Beauty of Labour	Tried to improve the working environment with increased lighting, sports facilities & canteens.
KDF -Strength Through Joy	Organised leisure activities for workers to encourage them to work harder. It was a rewards scheme that offered cheap holidays, trips to the theatre and tickets to football matches if workers met their targets.
People's Car (Volkswagen)	A scheme workers paid into each work to receive at the end. However, the Nazi used the money to re-arm Germany and not one car was ever delivered.

### Limitations

Workers could not quit without the government's permission.

Workers were banned from striking.

People could be forced to work as many hours as the Nazis required.

Some of the holidays offered by the KDF such as cruises around Italy or skiing in Switzerland, were still too expensive for most working-class Germans.

Goods cost more than they used to due to the Nazi policy of self-sufficiency.

Many of the improvements under the SDA were completed by the workers themselves.

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## How did the Nazis help farmers?

### Issues facing farmers before 1933

Around 30% of the population were involved in agriculture and forestry.

In the late 1920s, farmers were unhappy that they were suffering when others were not- there was a global grain surplus, so prices dropped.

The Weimar government had made getting loans easier for farmers, but many could not afford the repayments so lost their land.

The Nazis had promised to improve their lives with slogans like 'blood and soil'.

### Solution

### Details

Taxes	Hitler cut taxes that farmers had to pay and guaranteed that they could not be thrown off their land if they got themselves into debt.
Hereditary Farm Law	<p>This was passed in 1933.</p> <p>It prevented farmers from dividing up their land and giving a part to each of their children.</p> <p>This was an attempt to keep the farms large and under the control of the same family for years.</p> <p>Some farmers resented this law as it prevented some of their children from inheriting land.</p> <p>Many left the farm to find work in the cities.</p> <p>Other farmers welcomed the idea as it meant the farms would be kept in their family for generations.</p>

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## Nazi policy towards the Youth- Education

### Education under the Nazis

Curriculum	<p>Several subjects were altered to promote Nazi belief and ideology.</p> <p>History: learnt about great German military victories and how badly they were treated after the First World War.</p> <p>Geography: learnt about which areas of the world they would soon conquer.</p> <p>Science: learnt how to make weapons and chemical warfare.</p> <p>Textbooks were rewritten so Nazi beliefs were taught as accepted facts.</p>
Eugenics (Race Studies)	<p>A new subject was introduced- Eugenics.</p> <p>Concentrated on 'racial theory'.</p> <p>Students were taught how to improve their race and about the Nazi belief of the inferiority of black people, eastern Europeans and in particular Jews.</p>
Boys and Girls	The emphasis for education for boys was focused on them becoming soldiers but for girls they would be taught how to sew and look after a child in preparation for motherhood.

### Education under the Nazis

Teachers	They all had to join the German Teachers League and any who refused were sacked.
Napolas	Students who were identified as potential future Nazi leaders were sent to special Napolas (National Political Education Institutions) academies.
Adolf Hitler Schools	<p>Setup by the Hitler Youth Organisation.</p> <p>Students would undergo intense training, many examinations and tough physical exercise.</p> <p>They would graduate as 'ideal Nazis'.</p>
Universities	<p>15% of all university lecturers between 1933-1934 were replaced, a third for racial reasons and half for political reasons.</p> <p>By 1939, over 3000 had been dismissed.</p> <p>The work of Jewish scholars like Einstein was removed from Physics courses.</p> <p>All students had to train as a soldier for a month each year whilst at university.</p> <p>The Nazis did not place much importance in attending universities- fewer went under the Nazis.</p>

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## Nazi policy towards the Youth- Youth programmes

Key Dates	
1922	Hitler Youth Organisation setup.
1933	All other youth groups (examples- Cub Scouts and Church youth clubs) banned.
1936	Law for the Incorporation of German Youth gave the Hitler Youth 'equal status' to school and home. All sports facilities were controlled by the Hitler Youth
1939	Hitler Youth membership made compulsory.
Youth programmes for girls	
Groups for different ages	Young Girls: 10-14 League of German Girls (BDM): 14-17
Activities	They went on tough marches and attended weekend camps.  Learnt how to keep fit, cook good meals and look after babies in preparation for motherhood.

Youth programmes for boys	
Groups for different ages	Little Fellows: 6-10 Young Fold: 10-14 Hitler Youth: 14-18
Activities	Several meetings a week to discuss Nazi ideology. Special weekend camps every month. They learnt how to march, fight with knives, fire a gun and keep themselves fit. Emphasis was placed on competition, struggle, heroism and leadership.
When war broke out	The focus of the Hitler Youth for boys became more regimented and focused on preparing them to become soldiers. Camping and other fun activities stopped.

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## Nazi policy towards women

Key facts- birth rate		
1900- 2 million	1933- 1 million	1939- 1,413,000

Ways the Nazis changed women's lives	
3 Ks	Hitler and Nazi propaganda promoted the three Ks for women to follow: Kinder, Kirche and Küche (children, church and cooking)
Employment	Within months of Hitler coming to power many female doctors, teachers, lawyers and judges were sacked. Getting a job was discouraged as it would get in the way of having children.
In the cities	Women were banned from smoking- seen as 'unladylike'. Discouraged from wearing trousers.
Loans	Loans were given to newly married couples (equivalent of a year's wages). Every child they had would wipe off a quarter of the loan.
Family planning	Contraception and abortion was banned. Slimming was discouraged as it could cause fertility issues.
Rewards	Every year on the 12 <sup>th</sup> of August (Hitler's mother's birthday) the Motherhood Medal was awarded to eligible women. Mothers with 8 children received the 'Gold Cross'.

Ways the Nazis changed women's lives	
Lebensborn programme	Setup to increase the birth rate. Unmarried Aryan women who were pregnant could use the Lebensborn homes to gain financial support, pregnancy support and support through labour. This programme led to the birth of 8000 children.
German Women's League	Adult women's group coordinated throughout Germany. Setup cooking, childcare and health classes. By March 1939, 1.7 million women had attended motherhood courses.
Law for the Prevention of Diseased Offspring	Women with a history of mental illness, hereditary diseases or anti-social behaviour (like alcoholism) could be forcibly sterilised.
During the war	During the Second World War it became vital for thousands of women to take up jobs in factories the men had left behind. They did mobilise some women but not to the extent that Britain did and not until Total War was declared in 1943.

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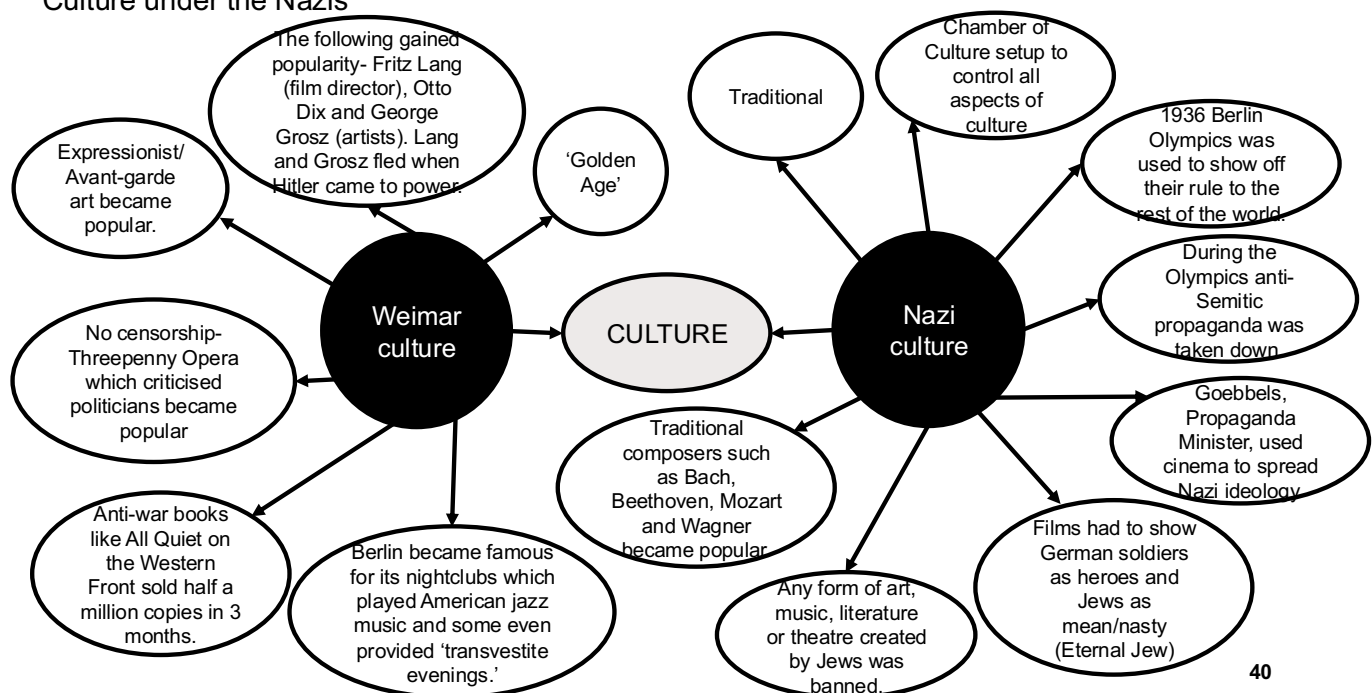
## Impact of the Second World War

Impact of World War Two	
Rationing	By November 1939 food and clothing were rationed, for example one egg a week. As the war went on these hardships got harder – even water was rationed.
Bombing	1942 US and UK began to bomb German cities. 1943 in Dresden was particularly bad This damaged electricity and water supplies. 1000s of civilians died in these bombing raids.
Labour	1943 Total War was declared.
Shortages and	Anything that didn't contribute to the war was stopped. Dance halls were closed.
Refugees	Due to men fighting in the army women had to work in factories. By 1944, 7 million foreign workers (from occupied territories) were in Germany.

Key events in the Second World War	
1939	The Nazis used Blitzkrieg tactics to overrun and take control of Poland.
1940	Hitler defeated 6 European countries within a few weeks of each other.
1941	Hitler invaded Russia, breaking the Nazi-Soviet Pact. The harsh Russian winter stops German advancement in Russia. Dec 7 <sup>th</sup> - Japan bomb Pearl Harbour leading to America declaring war on Japan and Germany declaring war on America.
1942	America and the USSR official join with Britain against Germany.
1943	The Battle of Stalingrad ends in defeat for Germany with the loss of over 80,000 German troops and 90,000 injured.
1944	Russian troops make advancements towards Germany. American and British launch an invasion of France- D-Day, liberating Paris.
1945	Germany surrenders.

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## Culture under the Nazis



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## Nazi policy towards the Church

Religion
The Catholic Church signed the Concordat in 1933- the Nazis wouldn't interfere with the Church if the Church didn't interfere with them.
However, by 1937 the Pope issued a statement criticising the Nazis and priests began to be arrested.
Some Protestants supported Hitler and set up the Reich Church with Ludwig Muller as the Head.
However, some Protestant hated the new Church and resisted, about 800 pastors were arrested.
Hitler wanted complete control over society and people's loyalty to religion challenged

Key Individuals	Details
Martin Niemoller	Protestant pastor who spoke against the Nazi and set up the Confessional Church. Was sent to a concentration camp.
Archbishop Galen	Catholic who criticised the Nazis Euthanasia programme in 1941, the Nazis placed him under house arrest.
Joseph Goebbels	Head of Propaganda
Keyword	Definition
Confessional Church	Rival Church set up by Martin Niemoller.
Total War	Everything in Germany was geared towards winning the war for example beer houses were shut.
Eugenics	The belief that the German race was superior to all others.
Hitler Youth	Youth organisation set up. Prepared boys for the army and girls for motherhood.

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## Persecution of Jews in Nazi Germany

<b>1933</b>	<ul style="list-style-type: none"> <li>Jews were Sacked from jobs e.g. doctors and teachers.</li> <li>500,000 homeless, beggars and alcoholics were set to concentration camps.</li> </ul>
<b>1935</b>	<ul style="list-style-type: none"> <li>Nuremburg Laws: Jews could no longer marry Germans and they were no longer citizens.</li> </ul>
<b>Nov 1938</b>	<ul style="list-style-type: none"> <li>Kristallnacht: Jewish homes, synagogues and business were attacked all over Germany.</li> <li>100 Jews were killed and 20,000 sent to concentration camps.</li> </ul>
<b>1939</b>	<ul style="list-style-type: none"> <li>Jews were no longer allowed out of their homes from 8pm to 6am and could be thrown out of their house.</li> <li>After the start of WW2 Jews were rounded up and put in Ghettoes.</li> </ul>
<b>1939-1942</b>	<ul style="list-style-type: none"> <li>Einsatzgruppen (death squads) went through conquered territories rounding up the Jewish and executing them in mass graves.</li> <li>By 1942 over a million Jews had been murdered.</li> </ul>
<b>1942</b>	<ul style="list-style-type: none"> <li>Wannsee Conference: The Final Solution was agreed.</li> <li>Death camps, such as Auschwitz, were set up.</li> <li>By the end of the war had murdered nearly 5 million Jews and thousands from other groups persecuted by the Nazis.</li> </ul>
<b>1945</b>	<ul style="list-style-type: none"> <li>By the end of the war and the Nazi regime over half a million gypsies and six million Jews had been murdered by the Nazis.</li> <li>350,000 mentally and physically disabled people had been sterilised.</li> </ul>

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## Keywords and individuals- Persecution of Jews in Nazi Germany

Keyword	Definition
SS	Ran the concentration and death camps
Death Camp	Camp where people were murdered on arrival in gas chambers.
Anti-Semitism	Hatred or persecution of Jews.
Ghettos	Walled off area of a city where Jews were forced to live. Conditions were poor with little food and medicine provided.
Sterilisation	Removing a person's ability to reproduce.
Holocaust	The targeted destruction of the Jewish race and culture. By the end of the war 6 million Jews had been murdered.
Master Race	Anyone black, Indian, Slav descent, Roma, disabled or homosexual did not fit into Hitler's view of Germany's future and needed to be dealt with.

Keyword	Definition
Censorship	Controlling what people can see.
Anti-Semitism	Persecution against Jews.
Aryan	Blonde hair, blue eyed pure Germans – Hitler's ideal person to build Germany's future.

Key Individuals	Details
Heinrich Himmler	Head of the SS and the main organiser of the persecution against the Jews
Goebbels	Head of Propaganda. Produced lots of anti-Semitic propaganda.

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## Nazi policy towards 'undesirables'

Key facts	
Tramps, beggars and alcoholics	Around half a million tramps, beggars and alcoholics were sent to concentration camps in 1933. Many were worked to death.
Jehovah's Witnesses	Jehovah's Witnesses were sent to camps. Some were pacifists and refused to join the army, whilst others refused to offer total loyalty to anyone other than God.
Prostitutes and homosexuals	Thousands of prostitutes, homosexuals and problem families were sent to the camps.
Communists	Sent to concentration camps as political prisoners.
Mentally and physically disabled	350,000 physically and mentally disabled men and women were forcibly sterilised as they were seen as unfit to further the Aryan race. From 1939, the Nazis began to kill them. About 250,000 people including 5000 children were murdered in specially built 'nursing homes'.

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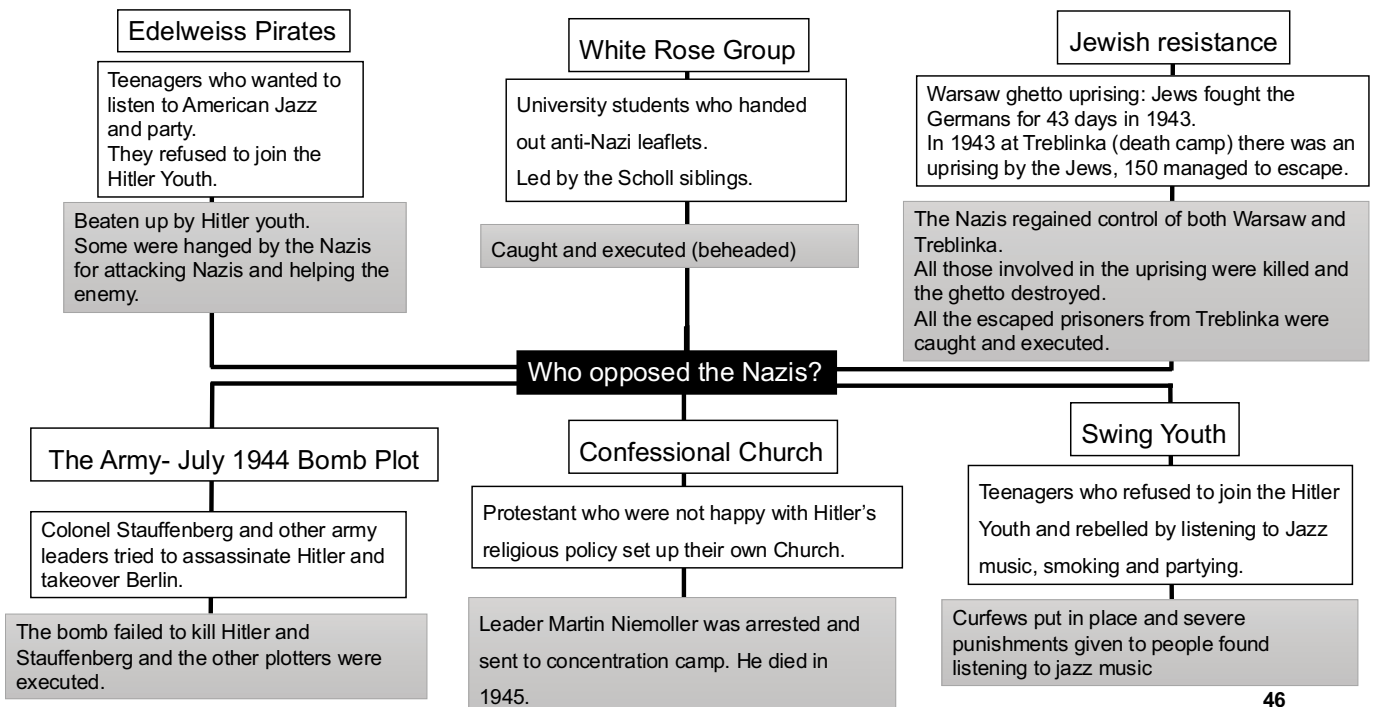
## Fear, Terror & Propaganda

Elements of Propaganda	
Newspapers	Controlled by the Nazis. Any paper that printed a story the Nazis didn't like could be shut down.  The Nazis also used papers to promote their own views, for example anti-Semitic stories were published.
Mass rallies	Nazis built a huge arena at Nuremburg to host their rallies celebrating Hitler and his achievements in Germany.
Films	Goebbels approved all film scripts.  All film either glorified the Nazis or showed their enemies negatively.
Radio	Nazi controlled all radio stations.  Cheap radios were produced so every could have one.  Loudspeakers were also placed in streets and workplaces so people could hear Hitler.
Books, Theatre and Music	Writers were forced to write songs and plays that praised the Nazis. Books such as All Quiet on the Western Front were banned.  Jewish music by Mendelssohn was also banned. Mass book burnings were held.

Elements of the Police State	
Concentration Camps	First one was set up in 1933 – Dachau – for political prisoners, Jews, gypsies and anyone the Nazis didn't like. Inmates were forced to work hard and some were tortured or worked to death.
SS	One of the most feared groups in the country, they were loyal to Hitler. They split into 3 groups: <ol style="list-style-type: none"> <li>1. SD, could arrest anyone without reasons and send them to the concentration camps.</li> <li>2. Waffen SS, elite unit in the army.</li> <li>3. Death Head units ran the concentration and death camps.</li> </ol>
Police and Law Courts	Judges and courts were under the control of the Nazis.  New laws meant people could be executed just for telling an anti-Nazi joke.
Gestapo	Secret police, as they wore no uniform no one knew who they were and this made people very wary of them.  They relied on informers and even encouraged children to inform on their parents.

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## Who opposed the Nazis?





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# GCSE HISTORY PAPER 1 CONFLICT & TENSION 1918-1939

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## Conflict and Tension overview timeline

<b>1918</b>		<b>11 November</b> – the Armistice is signed, ending the First World War
<b>1919</b>		<b>June</b> – the Treaty of Versailles is signed
<b>1921</b>		Poland invades Vilna; the Aaland Islands crisis
<b>1923</b>		<b>August</b> – the Corfu crisis
<b>1925</b>		<b>October</b> – the Greek-Bulgarian dispute
		<b>October-December</b> – the Locarno Treaties
<b>1929</b>		<b>October</b> – the Wall Street Crash leads to global depression
<b>1931</b>		<b>September</b> – the Mukden Incident; the Japanese army invades Manchuria
<b>1933</b>		<b>January</b> – Hitler becomes Chancellor of Germany
		<b>October</b> – Hitler leaves the Disarmament Conference

	Blue: economic events		Red: political events
	Black: international events or foreign policies		

<b>1934</b>		<b>July</b> – the Nazi Party in Austria assassinates the Austrian Chancellor, Dollfuss
<b>1935</b>		<b>January</b> – the Saar Plebiscite
		<b>March</b> – Hitler announces that he has built up the Luftwaffe and that conscription will be introduced to build up the German army
		<b>June</b> – the Anglo-German Naval Treaty
		<b>October</b> – Mussolini invades Abyssinia

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## Conflict and Tension overview timeline

 Blue: economic events
  Red: political events  
 Black: international events or foreign policies

- 1936**
  - March** – remilitarisation of the Rhineland
  - October** – the Rome-Berlin Axis is agreed
  - November** – the Anti-Comintern Pact between Germany and Japan is agreed
- 1938**
  - March** – Hitler invades Austria to achieve Anschluss
  - September** – Chamberlain meets Hitler to discuss the Sudeten crisis
  - October** – German troops invade and occupy the Sudetenland
- 1939**
  - August** – the Nazi-Soviet Pact is signed
  - September** – Hitler invades Poland; Britain and France declare war on Germany

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## Big 3: Aims

Name	Country	Motive	Aims
Georges Clemenceau 	France	<b>REVENGE:</b> Most of the fighting took place in France.  She suffered the most damage and deaths.	Cripple Germany to make sure it was never able to attack France again. Cut its armed forces Push back the border over the Rhine – taking away its defences. Money – He wanted money from Germany to pay for the damage they had caused.
David Lloyd-George 	Britain	<b>MAKE GERMANY PAY:</b> The British people wanted revenge, but Lloyd-George wanted a middle way – he was a <b>REALIST</b>	Wanted Germany punished, fairly. He was concerned that punishing them too harshly would lead to an angry Germany who wanted revenge. He wanted to keep Germany strong so she could trade with Britain. Lloyd George wanted to gain control of Germany's colonies.
Woodrow Wilson 	USA	<b>PEACE:</b> The USA had joined the war late and had suffered few losses by comparison to Britain and France. He was an <b>IDEALIST</b>	Wanted Self-determination for countries that had been in large empires. He wanted a League of Nations set up to avoid future wars.

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## Treaty of Versailles – Key Terms

Term	Definition
Paris Peace Conference	Meeting held at the Palace of Versailles to decide how to punish the countries who lost WWI
The 'Big Three'	Representatives of the most powerful victorious countries. Britain, France and USA. (Italy if it's the Big Four)
idealist	A person with committed ideas
League of Nations	A group of countries who worked towards global peace and international cooperation.
Self-determination	The idea that countries should be allowed to govern themselves, rather than being in an empire.
Armistice	First agreement to stop fighting – then a treaty is made
Reparations	Money paid as compensation to country/person that had been harmed
Rhineland	An area of Western Germany that borders France
Allies	A group of countries or people working together – usually Britain, France, USA
Fourteen Points	Woodrow Wilson's rules to create world peace.
Empire	A group of countries or states that are owned by another country
Tsar	Russian leader
Communists	Left wing political organisation in which everyone is believed to be equal and everyone works for the good of the state.
disarmament	The reduction or limitation of the number of weapons and/or troops a country has.

Wilson's Fourteen Points	
No secret treaties	Free seas
Disarmament	Alsace-Lorraine to go to France
Self-determination	Independence for Serbia
Independent Polish state	League of Nations to be formed

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## Treaty of Versailles – What factors affected the Settlement?

Term	Definition
The Armistice	When the Germans first surrendered they agreed to an 'Armistice' This would make the fighting stop immediately. The original Armistice agreement included Reparations, Alsace-Lorraine and removing troops from the Rhineland. Clemenceau used these principles to force the Big Three to include them in the final treaty.
Prior Agreements	The Allies had made lots of promises to other countries to get their support in the War. At the end of the War, these countries wanted to claim what they saw as their right. Italy had been promised land from Austria. Japan had been told their claims to land in China would be supported (Manchuria)
Time Constraints	The Conference took a year but with over 32 countries included this was not a long time. Victorious countries were keen to reach a settlement and start claiming their reparations.

Term	Definition
The state of Europe	As so many empires had collapsed after the war, Europe was in chaos. Russia was in revolution and had been taken over by the Communists. Europe lay in tatters and the Big Three were fearful that if they took any longer over the treaty, Communism would spread.
Conflicts of Interest	The Big Three all wanted very different things This made it hugely difficult to agree on anything. Wilson wanted a treaty that would build a fairer world based on his 14 Points Lloyd-George was concerned about balancing making the Germans pay and supporting their economy. The British people wanted to 'squeeze Germany until the pips squeak'. Clemenceau wanted revenge for France

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## Treaty of Versailles – Why did the Big 3 fall out?

Area	Disagreement
Naval Supremacy Vs Freedom of the Seas	Wilson wanted everyone to have access to the seas. Lloyd-George wanted to protect Great Britain's naval dominance.
Germany's armament Vs	Clemenceau want to protect France from a German invasion (1870+1914) again.
Germany as a buffer against Communism	Lloyd-George wanted to keep Germany strong as an ally against the Communist Russians.
Revenge Vs Idealism	Clemenceau and the French needed revenge for their hurt, loss and damage. Wilson and the USA had not suffered the same and was concerned a harsh treaty would lead to another war.
Self-determination Vs The British Empire	The USA & Wilson hated empires (they had once been part of England's) and felt countries should be independent. Britain had the largest empire in the world and wanted to keep it.
Huge Reparations Vs Stable Germany	Clemenceau wanted huge amounts of money in compensation for the damage they'd suffered. Britain had very little damage at home and wanted to keep Germany as their main trading partner, as they had been before the war.

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## Peace Treaties after World War One

Treaty	Reparations	Land	Military	War Guilt
Versailles Germany 1919	Clause 232 Germany agreed to pay in 1919 Figure of £6.6 billion wasn't set until 1921 1988 to pay back	No Anschluss Danzig taken & became a Free City Colonies taken and given to Britain and France as Mandates Saar under LON control for 15 years – coal to go to France 10% of land lost. Alsace Lorraine to France. Eupen-Malmedy to Belgium. North Schleswig to Denmark	100,000 men 6 battleships No air force, conscription, submarines or tanks Rhineland demilitarised	Clause 231 placed ALL the blame for the war on Germany. They hated this the most.
St Germain Austria	They were told to pay, but the amount was never fixed.	Land lost to Italy and Romania Land taken to make Czechoslovakia, Yugoslavia and Poland	30,000 men No conscription No navy	
Neuilly Bulgaria	£100 million	Lost land to Yugoslavia, Greece and Romania	20,000 men No conscription or air force 4 battleships	
Trianon Hungary	They were told to pay, but the amount was never fixed. Hungarian economy collapsed.	Land lost to Romania, Czechoslovakia, Yugoslavia and Austria	30,000 men No conscription 3 patrol boats	
Sevres Turkey 1920	They were told to pay, but the amount was never fixed.	Land lost to Greece. In Europe it lost all land apart from Constantinople (Istanbul) Empire was split up	50,000 men 7 sail boats, 6 torpedo boats Allies were allowed to keep troops in Turkey	
Lausanne Turkey 1923	Reparations cancelled	Regained land back from Greece Retained control of Dardanelles and Bosphorus Straits.	Dardanelles straits had to be open to all. Right to decide own army size	

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## Treaty of Versailles – Key Terms

Term	Definition
Isolationism	A policy in which a country does not get involved in foreign affairs.
Ratify	Agree with or make official
Abdicate	To give up the throne of a country – such as Kaiser Wilhelm in 1918
Weimar Republic	The democratic government that ran Germany from 1919-1932
Weimar Constitution	The rules setting out how to govern Germany during the Weimar era.
Democratic	System of government where people vote for their leader.
Hyperinflation	When money becomes worthless

Term	Definition
Diktat	A forced treaty or 'dictated peace'. The Germans called the TOV a 'Diktat'.
Clause	A term in an agreement or treaty
Demilitarise	To remove all military/weapons from an area
Anschluss	The union between Germany and Austria
League of Nations	Formed under the TOV – a group of countries that were formed to keep the peace
Conscription	Forced military service
Mandates	A former colony that was given to the LON to run it was ready to run itself
Propaganda	Using the media to persuade people to think or behave in a certain way.

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## Was the Treaty of Versailles fair?

YES	NO
It seemed right that the losing countries should pay for the damage.	6 million Germans lived outside Germany – they feared persecution.
Germany had inflicted a similarly harsh treaty on Russia in 1917.	Many felt a harsh TOV would cause another war.
Europe was falling apart – the peace makers had to act quickly.	Germany felt vulnerable as their military had been reduced. Germany had to accept total blame for the war even though all had been involved in causing the war. It was a Diktat. Germany thought the peace would be based on Wilson's 14 Points – if they knew how few would make it through they might not have signed the armistice to begin with. The reparations crippled Germany Many new countries united people who didn't want to be together leading to many bloody Civil Wars. The Treaty of Sevres was so bad that it had to be replaced by the Treaty of Lausanne.

▼ B A map of Europe after 1919



Many new countries were made after WWI – countries like Czechoslovakia did well.

It had resources and was well respected in Europe. Poland was created as a barrier against Russia, but was weak.

Poland was given the Polish Corridor from Germany and the Germans hated being Polish.

Poland was surrounded by enemies.

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## Reactions to Versailles

	Leader	Public
Britain	Lloyd-George felt the TOV had been too harsh. He worried about those who had been separated from Germany and that the reparations had crippled its economy so it couldn't trade.	The public believed the propaganda and had no sympathy for the Germans. People had suffered and wanted to see Germany 'pay'. People felt the TOV could have (and should have) been much harsher.
France	Clemenceau wanted no army for Germany & that the Rhineland should have been taken away completely. The reparations weren't high enough either.	Furious that the treaty wasn't harsher! The French voted Clemenceau out of office for doing a poor job.
The USA	Wilson was devastated at the harshness of the treaty. He was pleased the LON had been created but upset his 14 points had been ignored. In 1924 he died of a stroke letting the Republicans into office who followed Isolationism.	Wanted to follow a policy of isolationism to avoid future conflicts. The Senate (government) refused to sign the Treaty so the USA couldn't join the LON.




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## Reactions to Versailles

	Impact	Significance
Germany	Shock at the harshness. The Diktat was neither expected nor justified. The government had no choice but to sign on 28 <sup>th</sup> June 1919 Germany lost 16% of its coal, 48% of its steel. 6 million Germans now lived in another country.	They became known as the 'November Criminals' and the 'Stab in the back' theory was born. The Weimar government faced uprisings from both the left and right wing extremists. Germany claimed 763,000 had died of starvation by 1921. Germany was angry and humiliated.
Turkey	The people of Turkey overthrew their government and threatened war unless a new Treaty was signed. In 1923 the allies signed the Treaty of Lausanne.	By signing a new treaty the allies undermined all the others and people like Hitler and Mussolini knew it.
Austria	Much of Austria's industry was given to Czechoslovakia. Its empire was completely broken up.	Austria's economy collapsed in 1921

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## Big 3: Satisfaction

Name	Country	Aim achieved?	Aim not achieved?
Georges Clemenceau 	France	Germany had to accept the War Guilt Clause – Clause 231. This damaged Germany PRIDE Armed forces were all reduced Rhineland demilitarised Reparations figure was set at 6.6 billion in 1921 France gained coal from the Saar for 15 years.	Guilt was not enough – they wanted Germany destroyed. Clemenceau was voted out. Clemenceau wanted NO ARMY People wanted it to be INDEPENDENT The war cost France 200 billion Francs – not enough money! They wanted the Saar forever
David Lloyd-George 	Britain	War Guilt Clause pleased the British. British received Reparations even though little damage had been done at home. Navy reduced meant Britain maintained its dominance. Britain gained control of many German colonies	Lloyd-George worried the Treaty was too harsh and that Germany would seek revenge in another 25 years. Germany economy was crippled by the reparations – they could not trade with anyone
Woodrow Wilson 	USA	Many smaller countries were given their independence – such as Czechoslovakia. The LON was created, 42 countries joined in 1920 Those countries agreed to work together to avoid future wars	Parts of Germany were given away to other countries – Germany didn't think this was fair The USA senate refused to join the LON. The USA began a policy of Isolationism. Wilson felt the TOV was too harsh and they would seek revenge

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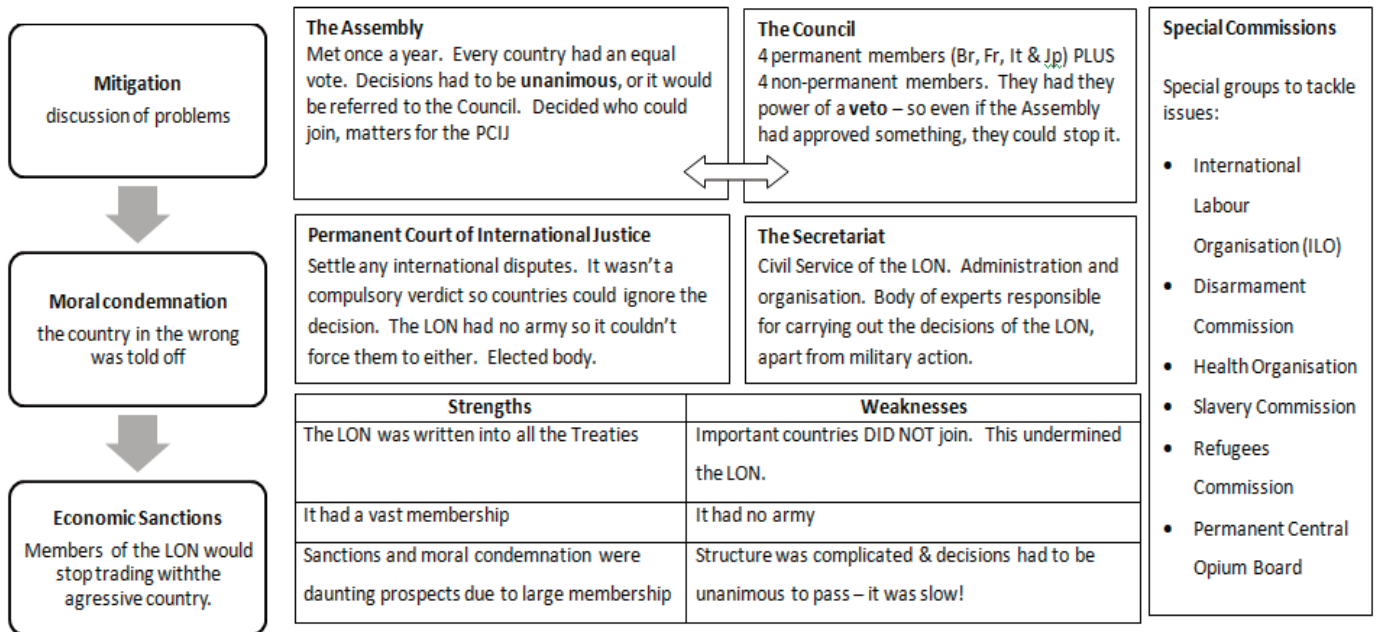
## The League of Nations – Membership & Structure

Term	Definition
Council	Met once a year to discuss and vote on matters of importance
Locarno Treaty	Signed in 1925 which allowed Germany to join the LON
Collective security	Working together to keep the peace
Permanent Court of International Justice	An international law court set up by the LON Judgements were not legally binding.
Covenant	The rule book of the LON
mitigation	Bringing people together to talk about disagreements
Moral condemnation	to tell someone that they are in the wrong
Economic sanctions	Punishing a country by stopping trade with them.

What was it?	A group of countries aiming for world peace
Aims	Stop war from breaking out Encourage disarmament Improve working conditions Tackle deadly diseases
Membership	42 members in 1919 58 members in 1934 USA & Russia & Germany were NOT members 4 permanent members: Britain, France, Italy and Japan

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## The League of Nations – Membership & Structure



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## The League of Nations – Commissions

Commission	Slavery Commission
Aims	Stop slavery around the world
Successes	Freed 200,000 slaves in Sierra Leone. In 1927 Sierra Leone banned slavery altogether.
Failures	

Commission	Refugee Commission
Aims	Return prisoners of war home and support people displaced by war.
Successes	1921 – freed 427,000 prisoners of war 1917 – helped to house refugees who had fled the Russian revolution Nansen Passport to identify refugees (he became head of the Commission in 1921)
Failures	Germany blocked an attempt to help Jewish refugees fleeing Germany in 1933 meaning they had to set up an independent body which had less power.

Commission	International Labour Organisation
Aims	Improve working conditions for workers
Successes	1922 – recommended the removal of lead from paint. 1930 – social insurance set up in Greece. 1928 – 77 countries agreed to set a minimum wage
Failures	1919 – most member countries refused to stop children under 14 from working as it would cost too much money. 1935 – member countries refused to limit the working hours of the day as it would cost too much

Commission	Health Committee
Aims	Improve health conditions around the world
Successes	Started an international campaign to get rid of mosquitoes which spread yellow fever and malaria Educated people about the dangers of Typhus The Health Committee became the World Health Organisation (WHO) that is still around today.
Failures	

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## The League of Nations – International Agreements

Agreement	Date	Aims	Terms	LON involved?
Washington Arms Conference	1921-22	Disarmament	Organised and held by USA Britain and USA could have the same size armies as each other Japan could have a 3 <sup>rd</sup> the size.	NO Britain and Japan sent representatives outside of the LON – undermining it.
Rapallo Treaty	1922	Reopen communication between Russia and Germany	In 1917 Germany forced Russia to sign the Treaty of Brest Litovsk to end WWI between them. It was very harsh. This treaty gave Russia back the land and money. The hope was that they could cooperate in the future.	NO It did not include the LON because neither Germany and Russia were members.
Locarno Pact	1925	Rehabilitate Germany in Europe	Germany met in Locarno, Switzerland to state Germany officially accepted their borders as agreed in the Treaty of Versailles. They had to give up any claim to Alsace-Lorraine. They also agreed to settle all disputes in future peacefully. This treaty marked the end of German resentment of the TOV.	NO As Germany was not a member, this was made outside of the LON.
Kellogg-Briand Pact	1928	Maintain peace	65 countries met in Paris and agreed not to use war to settle disputes in the future.	NO As Germany & USA were not members, this was made outside of the LON.

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## The League of Nations – 1920s

Event	Date	Countries	Events	Success?	Limitations?
Vilna	1920	Poland Vs Lithuania	Vilna was to be the capital of the newly created Lithuania. Many people who lived there were Polish. Poland took control of the city. LON told Poland to leave – they refused.		France saw Poland as an ally against Germany so refused to help. Britain wouldn't act without the support of the others. First challenge - FAILED
Aaland Islands	1921	Sweden Vs Finland	Both Sweden and Finland claimed the strategically placed islands. LON investigated each claim. Decided to give them to Finland, but they couldn't build forts from which to attack Sweden.	Sweden agreed to these terms. The LON had successfully avoided war. <b>SUCCESS</b>	
Upper Silesia	1921 - 25	Germany Vs Poland	Important area of steel and iron production. Both countries wanted it. A Plebiscite was held. The LON decided to split the area along voting lines between the two countries. Germany got the rural areas, Poland the industrial.	The supply of electricity was maintained. International observers were happy it was conducted fairly. PARTIAL SUCCESS	Poland complained as 500,000 poles were now living in German territory. Germany had lost ¾ of the industrial areas. Complained to the LON and they allowed them to import coal at a discounted rate until 1925, after which relations between the two got worse.

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## The League of Nations – 1920s

Event	Date	Countries	Events	Success?	Limitations?
Corfu	1923	Italy Vs Greece	Italian general Tellini was murdered whilst investigating Greece/Albania border. Italy blamed Greece, demanded compensation then invaded Corfu on 31/08/23, killing 15. LON condemned Mussolini's action but agreed Greece should pay compensation.	Mussolini did eventually remove his troops from Corfu.	LON would look after it, but Mussolini bullied them into giving it straight to him.
Bulgaria	1925	Greece Vs Bulgaria	Greek soldiers killed on border with Bulgaria. Greece invaded (as Mussolini had done). LON condemned Greece's action and made them pay compensation.	Greece obeyed the instruction.	Greece complained bitterly that the LON was unfair and it was one rule for the smaller countries and another for the larger ones.

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## The League of Nations – Manchuria

### Why

Japan had been hit badly by the Great Depression.  
Its trade with USA had gone – it was desperate.  
Japan wanted to build its empire and China was close by.  
Japan and Russia had fought over the area before.  
Japan had built a railway in South Manchuria.  
Japan did not have many natural resources.

### Events

Sept 1931 South Manchurian Railway is attacked.  
Japan blames chaos in China & invade.  
Mukden

### Incident:

Jan 1932 Japan invaded Shanghai

Oct 1932 Lord Lytton publishes report condemning Japan's actions.  
A full year to produce – too long!

Feb 1933 Special meeting of LON – Japan is ordered to leave.  
It refuses and leaves the LON instead.

Jul 1933 Japan begins a full scale invasion of China.

### Why didn't the LON want to act?

Many members agreed with Japan's action.  
It was too far away to be of any concern.  
Members couldn't afford to get involved.

### Short-term consequences

China is invaded by Japan.  
Most cities under Japanese control by 1938.

### Long-term consequences

Damage was limited – even though the LON had acted slowly and been ignored.  
Many people believed that if the problem was European, the LON would still be able to deal with it.  
It did, however, show other aggressive leaders such as Mussolini and Hitler that they could get away with defying the LON.

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## The League of Nations – Abyssinia

Why
Rebuilding the Roman Empire.
Jealousy of Britain and France's colonies.
Easy to attack as Italian land already surrounded it.
Mineral resources.
Revenge for the 1896 defeat.
Mussolini felt the LON would not stop him after Corfu and Manchuria.
Convinced Britain and France were more concerned about Hitler after signing the Stresa Front.

Why didn't the LON want to act?
Failure to close the Suez Canal – Britain and France didn't want to alienate Mussolini and push him into an alliance with Hitler.
Hoare-Laval Pact undermined the credibility of the LON leaders.
Trade sanctions against Italy were too slow and ineffective.
Trade sanctions against Abyssinia left it with nothing to defend itself with!

Events	
Dec 1934	Italian and Abyssinian troops clash at Wal-Wal. 150 Abyssinians killed & 2 Italians.
Jan 1935	Hoare-Laval Pact – secret pact undermining the LON by Britain & France giving Italy 2/3rds of Abyssinia – is LEAKED TO PRESS
Oct 1935	Despite Moral Condemnation of LON, Italy invaded Abyssinia.
May 1936	Capital of Abyssinia captured by Italian troops. Italy leaves the LON

Short-term consequences	Long-term consequences
Italy left the LON – another powerful member gone – formed the Rome-Berlin Axis with Hitler	From this point on, countries did not respect the LON as an international police force.
Only Britain, France & USSR left to run it.	Small countries knew the LON would not help them.
Encouraged Hitler to step up actions such as the remilitarisation of the Rhineland in 1936	

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## The League of Nations – Depression & Failure






Why did the LON fail?
The League had no army of its own
The League's aims were too ambitious – it was always unlikely that they would succeed to stop war totally
The League only met once a year and decisions had to be unanimous - this made decision making too slow
The League's structure was too complicated and there weren't enough people to carry out its decisions.
Americans refused to join – undermining it from the start and meaning it didn't have access to their resources and support in sanctions.
Defeated countries were not allowed to join in 1920
Trade sanctions didn't work because countries could still trade with places like the USA
Powerful countries weren't scared of Moral Condemnation so the League's sanctions were useless
The Great Depression meant countries were too busy dealing with their own problems
The Depression meant people turned to aggressive leaders who were keen to invade other countries – this led to the Second World War
The League was slow to act in the Manchurian Crisis
The British and French were too worried about keeping Mussolini as an ally against Hitler to stop him during the Abyssinian crisis.



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## Origins of WW2 – Hitler's Aims & Reactions

Aim	Explanation
Lebensraum	Take land in the East – recovering land taken from them in the TOV.
Overtum TOV	Hitler felt this treaty humiliated Germany and should be abolished.
Unite all German speaking people-Volksdeutsche	10% of Germans found themselves living outside of Germany after the TOV. Hitler wanted to reunite them. Germany & Austria had been allied for 800 years – he wanted that back.
Destroy Communism	A Jewish man had founded Communism. Hitler felt that Communism would destroy Germany if he didn't destroy it first.
Rearm	To make Germany strong again and create jobs in factories and the armed forces

HITLERS DEMANDS GREW LOUDeR	
L	Lebensraum 
O	Overtum Versailles 
U	Unite all German speaking people (Anschluss and Volksdeutsche) 
De	Destroy communism 
R	Rearmament 

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## Origins of WW2 – Hitler's Aims & Reactions

Term	Definition
Lebensraum	Living space in the East e.g. Poland. Hitler felt the Germans were superior and that they had a greater right to the land.
Volksdeutsche	German speaking people/people with German blood
Greater Germany	Hitler's aim of uniting all German speaking people in to a German Third Reich
Rearmament	To build up weapons and armed forces
Luftwaffe	Nazi air force
appeasement	Policy of giving in to aggression to avoid war
pacifist	Someone who believes in peace and is against conflict to solve issues
capitalist	Political system in which people can work to make money by investing in industry

Country	Reaction
	They let Hitler get away with breaking the TOV because: they need time to rearm. The TOV had been too harsh; they had greater fear of communist Russia.
Britain & France	The Depression meant people were pre-occupied at home. The horrors of WWI were still fresh. After 1937 they followed the policy of appeasement (giving into aggression to avoid war)
USSR & USA	USSR were worried about Hitler's desire to destroy communism so signed a pact with France in 1935. USA followed isolationism. In 1934 70% of Americans did not want to get involved in a second world war in Europe.

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## Origins of WW2 – Road to War 1933-1935

Date	Event	Description	Reactions
1933	Hitler leaves the disarmament conference	The conference was encouraging disarmament. The French refused to disarm. Hitler left the conference in disgust	Very little – Hitler claimed that the French were being unreasonable. It was hard to disagree
1934	The Dollfuss Affair	Fearful that Hitler would try to unite with Austria, Austrian Chancellor Dollfuss banned the Nazi Party. Hitler ordered them to cause chaos – they murdered Dollfuss	Mussolini moved his troops to the border to stop Hitler completing his aim.
1935	Jan: The Saar Plebiscite	After being controlled by the LON for 15 years, the Saar voted to return to German control. 90% voted in favour. Hitler gained access to valuable coal and industry.	Hitler used it as a propaganda victory. There was nothing to be done as it was fair and legal.
	March: Freedom to Rearm Rally	Hitler announced he'd rebuilt the army and was reintroducing conscription. He also planned a Luftwaffe (air force)	In April 1935 – Britain, Italy and France joined the Stresa Front, a pact to work together against Hitler.
	June: Anglo-Germany Naval Agreement	An agreement that allowed Germany to build it's navy up to 35% the size of Britain's.	Hitler realised Britain was allowing him to break the TOV.

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## Origins of WW2 – Who supported Hitler?

Country	Hitler's actions	Countries Reactions
Britain	Hitler liked the British monarchy. He proposed a non-aggression pact in 1936.	Some wanted to cooperate – they needed time to rearm. They needed to persuade people to support the idea of war.
Spain	In 1936 a bloody civil war began between the Fascists led by General Franco. Hitler & Mussolini sent troops to support.	Franco was delighted to have two new strong allies. By 1939 he was dictator of Spain.
Japan	In 1905 Japan had fought a war against Russia over Manchuria! A potential ally against Russia	Nov 1936 – signed the Anti-Comintern Pact. This agreed to work together against communism.
Italy	As Fascists, both men had a lot in common, yet, Mussolini had prevented his invasion of Austria in 1934! Made the Pact of Steel in 1939	By 1936, things had changed. Italy had left the LON after Abyssinia and they formed the Rome-Berlin Axis in 1936. Italy, Japan and Germany formalised the Pact of Steel in 1940

Term	Definition
General Franco	Leader of the Spanish revolutionaries.
Anti-Comintern Pact	International alliance against Communist Russia
Rome-Berlin Axis	Signed between Hitler and Mussolini after the Abyssinian Crisis

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## Origins of WW2 – Road to War 1936-1938

Date	Event	Description	Reaction	Significance
1936	March: Remilitarisation of the Rhineland	22,000 German troops marched in to the Rhineland	Britain: Impact of the Depression meant Britain was reluctant to do anything.	Hitler gained confidence.
		Many of bikes showing Hitler's poor preparation/lack of planning.	Many felt it was only Hitler 'marching to his own back garden' so none of their business. Leadership were distracted by Abyssinia.	Britain and France started rearming.
			France: Leaders were distracted fighting a general election: no one wanted to be responsible for war.	France concentrated on protecting its own borders, rather than uphold treaties with other countries.
			Much of the French army was in Tunisia in case it was needed in the Abyssinian Crisis.	Hitler increased his power.
			Many felt the army was stronger than it really was – they thought they'd lose.	Hitler joined with Mussolini, then Japan.

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## Origins of WW2 – Road to War 1938

Date	Event	Description	Reaction	Significance
1938	April: Anschluss	A plot was discovered to get rid of the Austrian Chancellor, Schuschnigg, who panicked and made a deal to give positions to Nazis in government.	Austria: 99% of people voted in favour of the union. Storm troopers intimidated voters.	Hitler's next steps were more likely to be successful after he had control of the Austrian army and resources.
		A plebiscite was planned to prove people didn't want to be ruled by Hitler. Nazi forces entered to joy.	Czechoslovakia: Feared they would be next. Britain and France agreed to protect Czechoslovakia. Germany: A great propaganda victory, like the Saar. Hitler was achieving Volksdeutsche. Britain: Many felt Germany and Austria were the same country so the union was ok & the TOV had been too harsh. France: Two days before the invasion, the entire French government had resigned. It was in no place to get involved.	He could more easily access Czechoslovakia through Austria.
	Sept: Sudetenland	Hitler demanded control of the Sudetenland and the 20% that were German.	The Munich Conference was held as part of Chamberlain's policy of appeasement. Hitler met with Chamberlain, Mussolini & Daladier on 29 <sup>th</sup> Sept 1938.	Hitler pleased & encouraged. Czechoslovakia grew more frightened.
		The defences and industry would have helped the war effort.	Hitler was given the Sudetenland, neither the Czechs nor the Russians were consulted, they were angry.	Russia alienated and angry – lost trust in Britain and France.

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## Origins of WW2 – Road to War 1939

Date	Event	Description	Reaction	Significance
1939	March: Invasion of Czechoslovakia	Hitler used his base from the Sudetenland to rip up the Munich Agreement and invade Czechoslovakia	Counties realised that appeasing Hitler was not working.	The policy of appeasement was ended and the security of Poland and Romania was guaranteed by Britain and France.
	August: Nazi-Soviet Pact	A non-aggression pact that secretly split Poland in two. Hitler: signed to avoid a war on two fronts when he invaded Poland. Stalin: feared a Nazi invasion and thought this pact would buy him time to prepare Russia for a future invasion.	Britain and France realised that the policy of appeasement had in fact failed completely. The alliance fooled no one.	Hitler was guaranteed to avoid a war on two fronts, which effectively gave him the ability to invade Poland without fear. It encouraged him to behave recklessly.
	Sept: Invasion of Poland	1 <sup>st</sup> Sept – Hitler invades Poland and bombs Danzig.	3 <sup>rd</sup> Sept – Britain sends an ultimatum – Hitler must leave or they would declare war.	Poland was overrun within 4 weeks. Hitler thought Britain and France would back down – he was wrong!

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## Origins of WW2 – Was appeasement a good idea?

YES!	NO
TOV had been too harsh on Germany	Hitler made no secret of the fact he would use violence
Hitler said he was a man of peace	Opportunities to stop Hitler when he was weak were missed. e.g. when he remilitarised the Rhineland
Hitler's actions gave people what they wanted	Hitler grew too confident
The people of Britain did not want war	Appeasement was morally wrong
War was too expensive during the Great Depression	
Hitler could be an ally against Communism	
British rearmament was not started until 1936 – they weren't ready	Czechoslovakia was strong and so could have made a stand against Hitler, if it had been supported.
The USA would not support Britain and France	
War costs lives so it should be avoided	The USSR was alienated

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## Origins of WW2 – Who was responsible for WWII?

Cause	Explanation
Hitler	<p>He was clear in his book, Mein Kampf, that he would use force to make German strong again.</p> <p>His foreign policy aims all broke international law, such as Lebensraum.</p> <p>He broke the TOV.</p> <p>He invaded Poland which prompted Britain &amp; France to declare war.</p>
Chamberlain	<p>His policy of appeasement meant opportunities to stop Hitler were missed.</p> <p>Failed to act when he remilitarised the Rhineland.</p> <p>Gave the Sudetenland to the Germans at Munich without consulting them or Russia, causing Stalin to sign the Nazi-Soviet Pact</p>
Stalin	<p>Signed the Nazi-Soviet Pact, despite the knowledge that Hitler wanted to destroy Communism.</p> <p>The size of the Russian army meant Hitler had a powerful ally.</p> <p>The Pact meant Hitler would not have to fight a war on two fronts.</p>
Mussolini	<p>Invaded Abyssinia which destroyed people's confidence in the LON.</p> <p>He did not intervene in 1938 when Hitler completed the Anschluss as he had done in 1934.</p> <p>Signed the Anti-Comintern Pact with Hitler</p>
Japan	<p>Invaded Manchuria in 1931, damaging confidence in the LON.</p> <p>Controlled all of mainland China by 1937.</p> <p>Joined the Anti-Comintern Pact then the Pact of Steel in 1940</p>

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## Origins of WW2 – Who was responsible for WWII?

Cause	Explanation
The Big Three/ TOV	<p>Caused resentment in the German people and inspired Hitler's foreign policy to unite German speaking people and conduct Lebensraum.</p> <p>By the 1920s many felt the TOV had been too harsh – contributed to the adoption of the policy of appeasement.</p>
American Isolationism	<p>Made the LON weaker and so countries were more prepared to act aggressively and risk war.</p> <p>They didn't fear military action of USA.</p> <p>Economic sanctions were a useless punishment of the LON due to USA absence.</p>
Fear of Communism	<p>Britain and France allowed Hitler to grow strong to act as a buffer between the West and Communist Russia.</p> <p>Their actions upset Stalin who felt they wouldn't support him if Hitler attacked him, so pushed him into the Nazi-Soviet Pact</p>
The Great Depression	<p>America demanded its money back from Germany from the Dawes Plan.</p> <p>This led to the collapse of German industry and more people turned to Hitler who was making many promises.</p> <p>Some countries acted aggressively as they needed supplies and empires</p>
Weaknesses of the LON	<p>Hitler (and others) saw he could get away with invading others without being punished, just as Japan and Italy had done in 1932 and 1935.</p> <p>Major countries were absent meaning it was not a powerful threat economically or militarily as it did not have its own army.</p>

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# GCSE HISTORY PAPER 2 ELIZABETH 1559-1603

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## Elizabeth: Overview timeline

- 1558**  **November** – Elizabeth crowned Queen of England at the age of 25
- 1559**  Elizabeth's religious settlement
- 1569**  **November** – The Northern Rebellion
- 1570**  Norwich authorities conducted first survey of the poor, model for Poor Law of 1601
- 1570**  **April** – The Pope issues the *Regnans in Excelsis*, which excommunicates Elizabeth from the Catholic Church
- 1571**  **November** – The Ridolfi Plot
- 1580**  Jesuit priests begin to arrive in England from Europe
- 1580**  **September** – Sir Francis Drake completes the first circumnavigation of the globe
- 1585**  Elizabeth sends troops to the Netherlands to support Dutch Protestant rebels
- 1583**  John Whitgift appointed Archbishop of Canterbury and cracks down on Puritanism

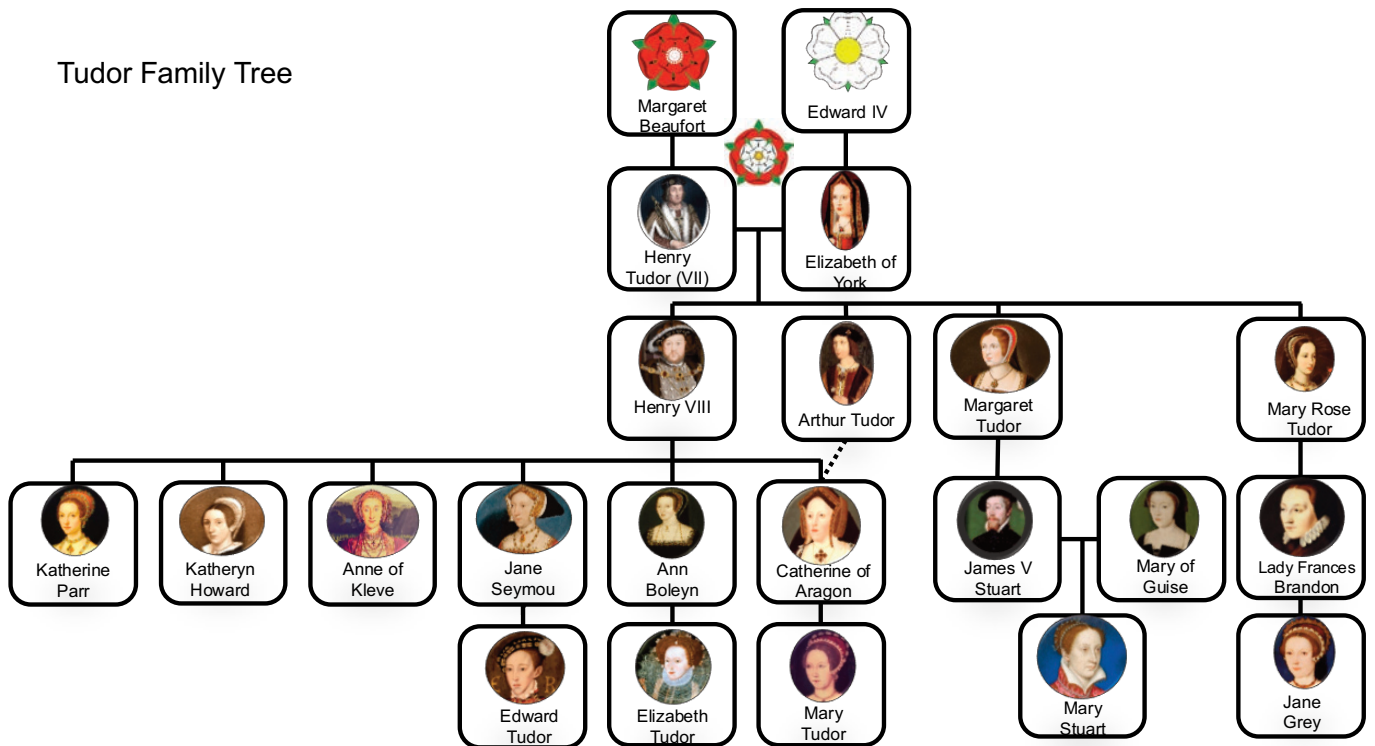
The colours represent different types of event as follows:

-  **Blue:** economic events
-  **Red:** political events
-  **Black:** international events or foreign policies
-  **Yellow:** social events
-  **Green:** plots and rebellions

- 1586**  **July** – The Babington Plot is discovered, leading to the trial of Mary, Queen of Scots
- 1587**  Roanoke colony is established in North America
- February**  Mary, Queen of Scots is executed
- 1588**  **July–September** – The Spanish Armada
- 1590**  First of several bad harvests leads to food shortages; many country people begin to move to the towns
- 1599**  Opening of the Globe Theatre in London
- 1600**  Establishment of the East India Company
- 1601**  **February** – Essex's rebellion
-  Poor Law introduced
- 1603**  **March** – Elizabeth I dies and is succeeded by James I

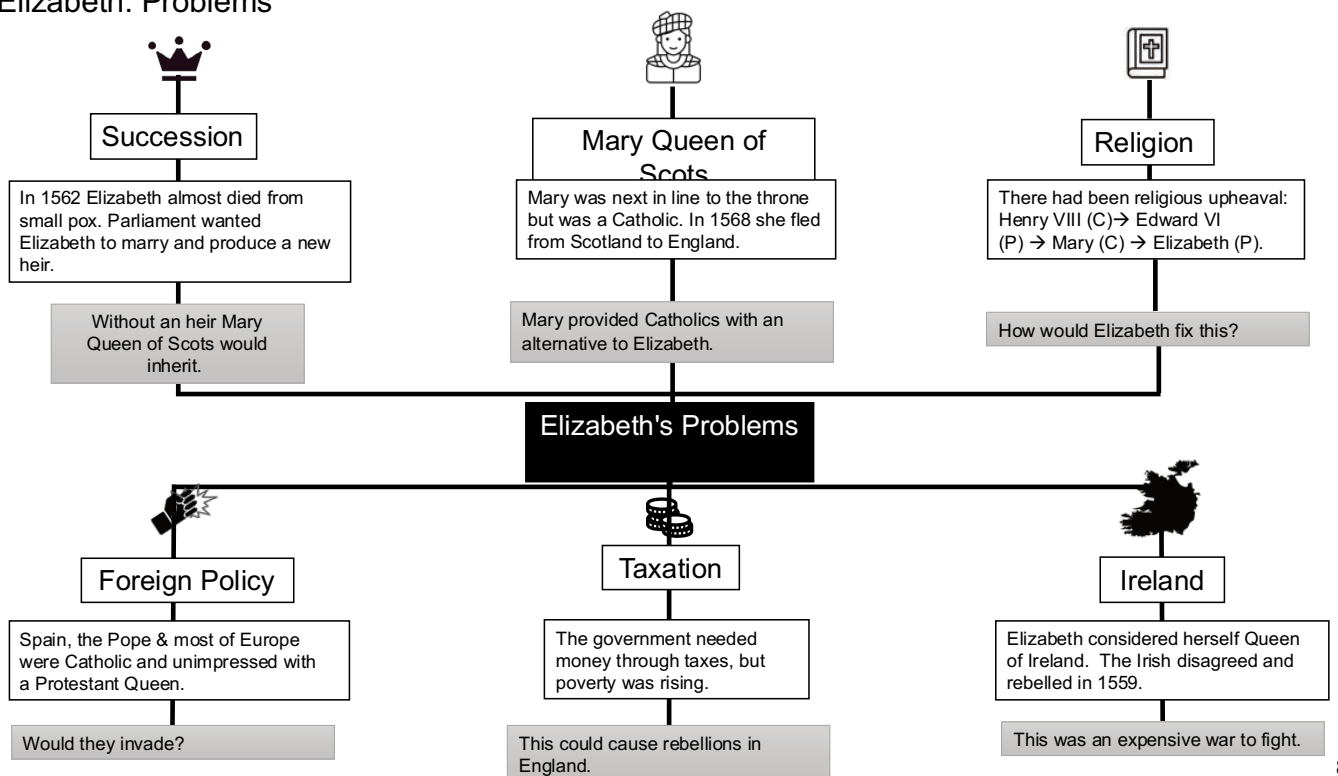
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## Tudor Family Tree



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## Elizabeth: Problems



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## Elizabeth: Court key terms

TERM	DEFINITION
Inherit	To gain possessions after someone dies
Treason	Attempt to kill a King/Queen. Punishable by death
Royal court	Nobles, advisers & others who surrounded the Queen
Nobility	Earls, dukes, lords & ladies. Special rights/privileges
Secretary of State	The leader of the Privy Council – a very powerful position. For most of Elizabeth's reign it was William Cecil.

TERM	DEFINITION
Militia	A non-professional army raised for a rebellion/war
Privy councillor	A King/Queens private councillor. Usually a great noble landowner. Exclusion from the PC could lead to rebellion.
gentry	High social class, below nobility, could be a JP.
patronage	Land/title's/power given to ensure an individual's support.

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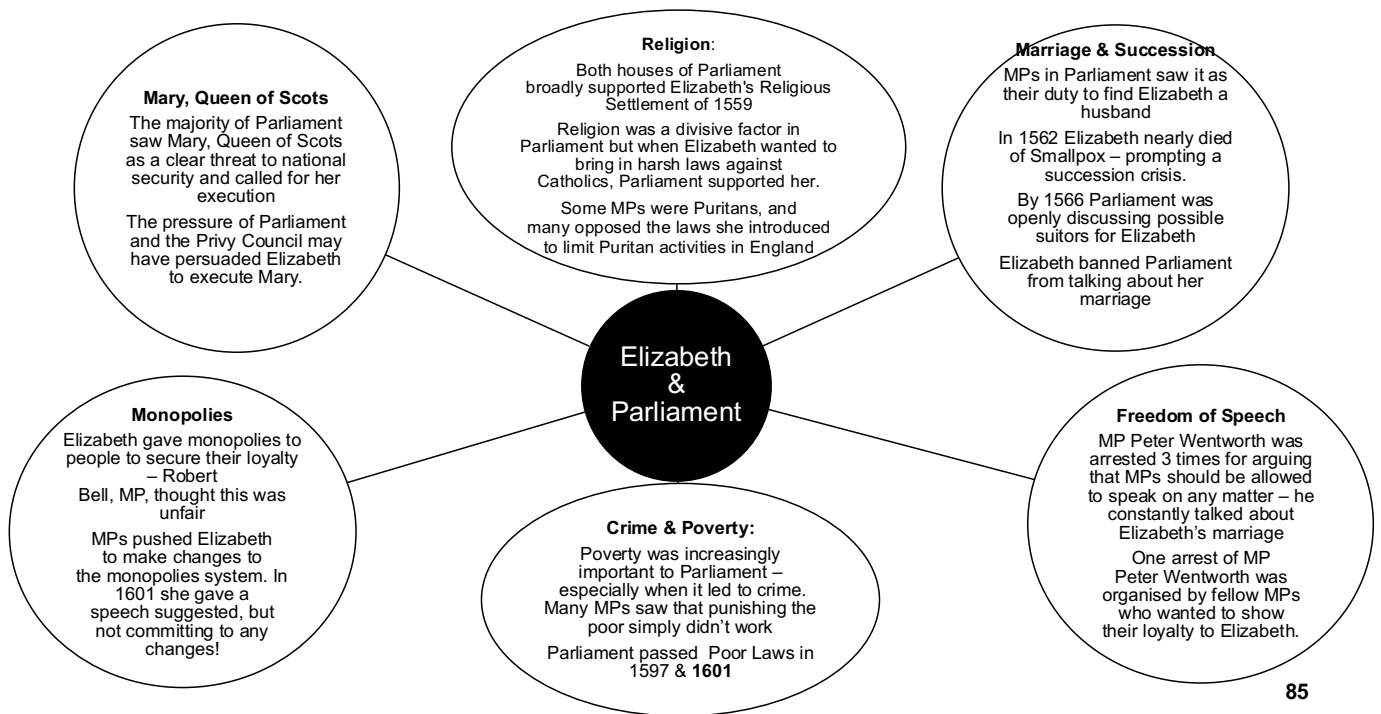
## Elizabeth: Court

ELIZABETHS COURT	
Parliament	House of Lords (nobility) & Commons (MPs, still wealthy). Much less powerful than today's Parliament.
	Influenced taxes and passed laws.
	Queen decided how much to call it, and indeed, if she listened to it.
Privy Council	Day to day running of the country.
	Main advisors.
	She chose, but often the most powerful men in the country.
	Dealt with military, foreign, religion, security.
	If they agreed it was hard to ignore them.
JPs	Led by the Secretary of State.
	William Cecil & Francis Walsingham key members.
	Kept law and order.
	Selected from local gentry.
	1 JP could send to prison, 2 for execution.
Lord Lieutenants	JPs swore to deal with all fairly, rich or poor.
	Admin for a particular area of the country – e.g. the North.
	Responsible for raising a militia.
	Often also on Privy Council = powerful

KEY INDIVIDUALS	
William Cecil (1520 – 98)	MP who served twice and Elizabeth's Secretary of State. One of her most trusted advisors.
	Played a key role in the development of the Poor Laws and Elizabeth's religious policies.
	Encouraged Elizabeth to take control of Catholic Ireland and to fight other Catholic rivals overseas.
Francis Walsingham (1532 – 90)	Served as Elizabeth's Secretary of State from 1573. One of her most trusted advisors.
	Elizabeth's 'Spy Master' said to have eyes and ears everywhere.
	Played a large role in the trial and execution of Mary, Queen of Scots.
	Helped to develop England's naval power.

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## Elizabeth: Parliament



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## Elizabeth: Marriage

WHO SHOULD ELIZABETH MARRY?		
Robert Dudley	✓ Queens friend and favourite	✗ Death of wife in 1560 led to rumours he had killed her to marry Elizabeth
		✗ Might cause jealousy
Francis, Duke of Alençon	✓ Could lead to influence in France	✗ By the time marriage was considered, she was 46 – too old
		✗ He was French AND Catholic
King Philip II of Spain	✓ Powerful and wealthy.	✗ He had been married to Mary Tudor – the people didn't like him.
	✓ He controlled South America.	✗ He was a Catholic – what would their child be raised as?

## Elizabeth: Rebellions

KEY PEOPLE	EXPLANATION
Mary, Queen of Scots	Elizabeth's cousin, a Catholic and heir to the throne after Elizabeth. She was the figurehead for most of the plots in Elizabeth's reign
Duke of Norfolk	Queens's second cousin and leading English nobleman. Raised a protestant, but from a Catholic family. Lord Lieutenant of the North
Northumberland	Father executed for leading a rebellion against Henry VIII. Didn't inherit his father's title until Mary I. Was a Catholic but treated well.
Westmorland	Catholic who had been powerful under Mary I, lost influence under Elizabeth. Remained powerful in the north. Linked to the Howards
Ridolfi	Italian banker who travelled widely through Europe. Sent money to support Catholic rebels in England. Worked for the Pope as a spy.
Essex	Robert Devereux, step son of Queens favourite the Earl of Leicester. Had a factional rivalry with Robert Cecil for the Queens attention.
Babington	Rich, young, devoted Catholic who lead a plot in 1586

TERM	DEFINITION
Mass	An illegal catholic church service in Elizabethan England
Monopoly	The exclusive rights to trade in a particular product
Excommunicate	To remove from the Catholic Church by the Pope.

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## Elizabeth: Rebellions

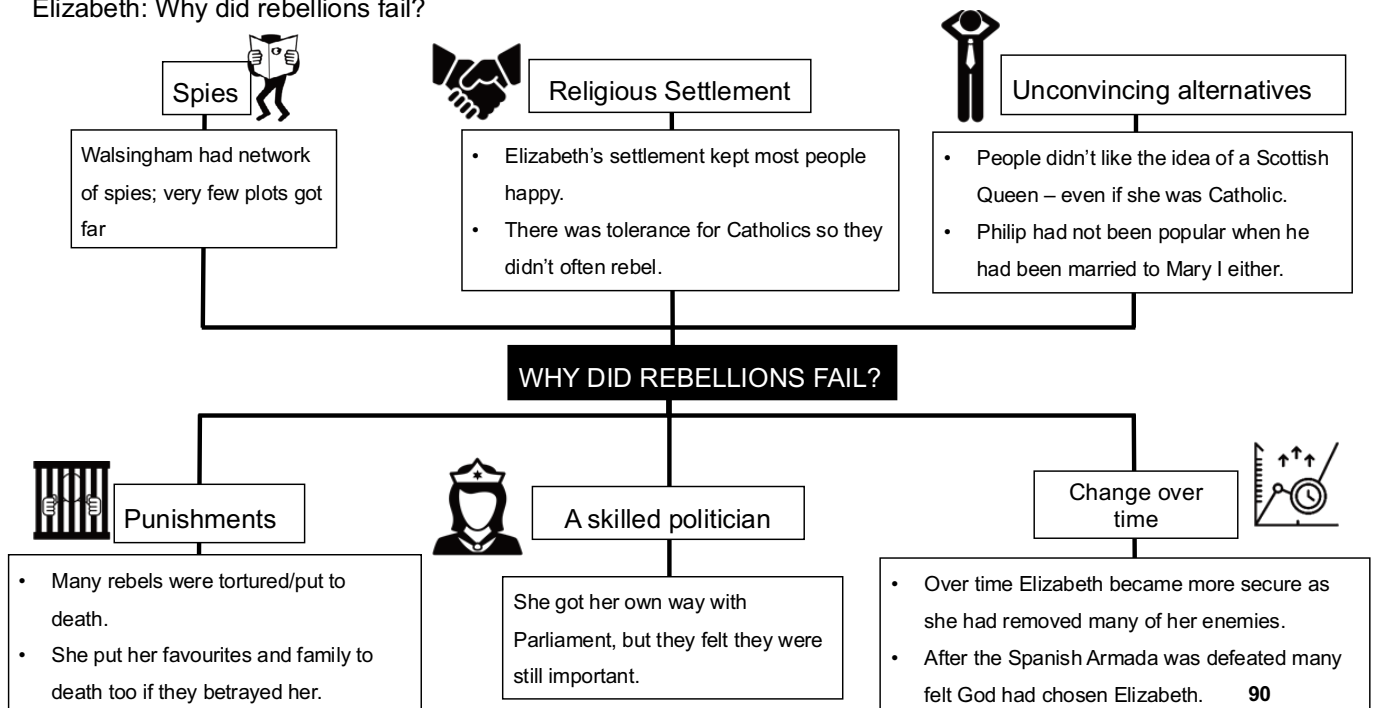
Rebellion	Events	Consequences/Significance
Northern 1569	MQOS arrived in 1568, the Duke of Norfolk wanted to marry her, Elizabeth said no. Norfolk left court without permission and went north. Northumberland & Westmorland held an illegal mass in Durham Cathedral then marched south with 4,600 men.	Elizabeth struggled to raise an army, but the earl of Sussex managed to – the rebels disbanded. Northumberland was executed, Westmorland fled to France & Norfolk was placed in prison then under house arrest. Led to the Ridolfi plot.
Ridolfi 1571	Ridolfi felt for a plot to succeed, it needed foreign support. In 1570 the Pope had excommunicated Elizabeth, commanding all Catholics to removed her. The plan was for an invasion force from the Netherlands to meet Norfolk and another northern rebellion. Elizabeth would be replaced by Mary who would marry Norfolk.	Plot was foiled as a bag of coins and letters were discovered on their way north. A code was found at Norfolk's house. He was executed in 1572. Treatment of Catholics got worse after this – they had shown then could not be trusted.

## Elizabeth: Rebellions

Rebellion	Events	Consequences/Significance
Essex 1601	<p>In 1598 he argued with the Queen over Ireland.</p> <p>She hit him round the head, he almost drew his sword.</p> <p>He was placed under house arrest.</p> <p>In 1599 he was sent to Ireland.</p> <p>This made him angry and resentful of Cecil who stayed in London.</p> <p>He called a truce with the Irish, rushed back to London and burst into the Queens bedchamber dirty with her not in her wig. In anger, she refused to renew his sweet wines monopoly which bankrupted him.</p> <p>He rebelled in 1601 by taking 4 privy councillors hostage and marching with 200 supporters on London.</p>	<p>Cecil labelled Essex a traitor and the rebels abandoned the march.</p> <p>Essex returned to his house to find the privy councillors had been freed.</p> <p>He was arrested and executed in 1601.</p> <p>Most of the others were simply fined.</p> <p>Significant for showing the role of factionalism (rivalry) in Elizabethan court &amp; the power of monopolies and wealth in driving people to rebel – not simply religion.</p>

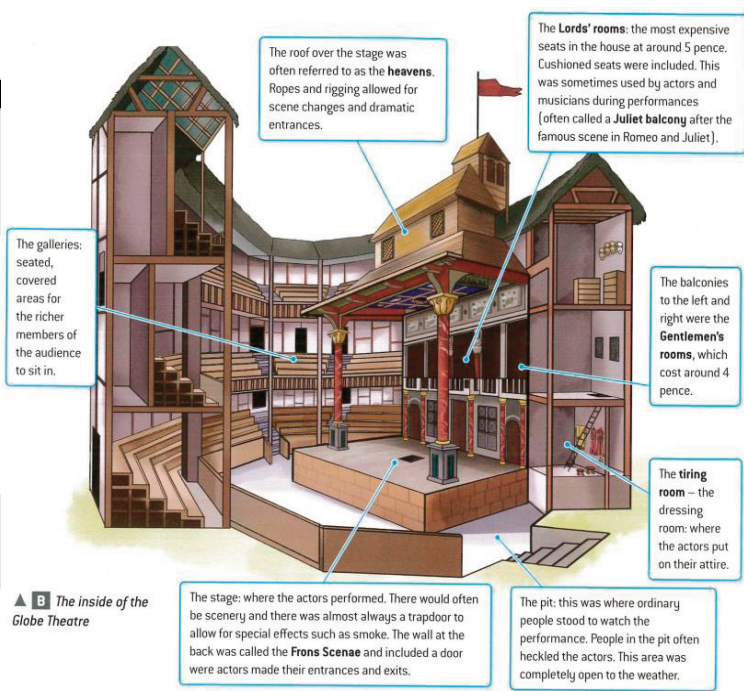
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### Elizabeth: Why did rebellions fail?



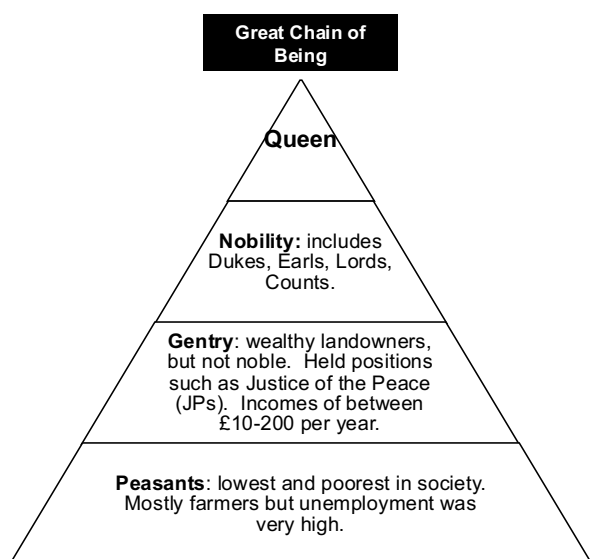
## Elizabeth: Theatre

THEATRE	
Patronage	Nobles tried to impress Elizabeth with plays by their group, for example, the Earl of Leicester's Men. Impressing the Queen could result in rewards for the Noble.
Cultural Change	Plays started to question society and God, this was new exciting. Plays by Shakespeare were also popular such as Romeo and Juliet. Theatres, such as the 3000 capacity Globe, also allowed all sections of society to attend: the peasants would stand in the pit for 1p and the Nobles would sit in the Lord's Rooms for 5p.
Rise of the Gentry	Theatre also showed the rise of the gentry and new plays, such as the Merchant of Venice, started to appeal to a wider group of society.
Opposition	London Authorities worried about the crime in the Theatres and about the possibility of disease spreading. Puritan did not like the Theatre as they saw it as distraction from prayer and going to Church.



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## Elizabeth: Society & Culture



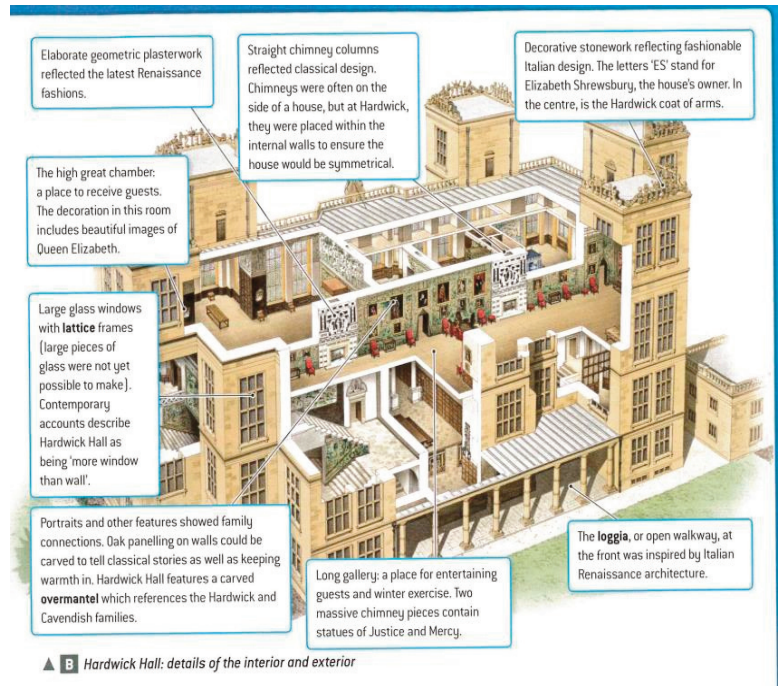
Keyword	Definition
Great Chain of Being	Structure of society
Privy Council	Helped Elizabeth with the day to day running of the country.
Justice of the Peace	Ensured laws were obeyed and could punish criminals.
Renaissance	Renewal or rebirth. New ideas were born for the first time since the Romans in Europe.

Key People	Details
William Shakespeare	Wrote famous plays such as the Merchant of Venice and Romeo and Juliet
Elizabeth Shrewsbury	Built Hardwick Hall.

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## Elizabeth: Houses

WHY BUILD A COUNTRY HOUSE?	
New Fashions	During the Renaissance new ideas emerged about houses. For example symmetry was very fashionable. Great Chambers and Galleries were built to show off to guests and Loggia were added at the front as a walkway.
Display	Houses would be built with glass, which was expensive.
Wealth	They would also be many chimneys to show how many rooms you had. Colourful tapestries and plasterwork would also show off wealth inside the house.
Rise of the Gentry	Bess of Hardwick gained money through her four marriages, she used this to build Hardwick Hall. On the top she put ES so everyone would know Elizabeth Shrewsbury has lived there and had built it.
Show	Before this rich nobles had built castles to protect peace of themselves with high thick walls.
England	Now nobles could show off with their houses and didn't need to build them for defence.



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## Elizabeth: Was it a 'Golden Age'?

Keyword	Definition
Ruff	Item of clothing worn around the neck
Great chamber	The main room in a country house to greet guests
Lattice	Criss-crossed windows holding together lots of small panes of glass to make larger windows – very expensive!
overmantle	A decorative carved wall over a fireplace in a rich persons home
loggia	An open walkway at the front and rear of houses, inspired by the Roman Renaissance
Renaissance	The revival of European art and literature under the influence of classical civilisations in the 14 <sup>th</sup> -16 <sup>th</sup> centuries.
patron	Someone who funds the work of an artist or performing group
troupe	Actors who travelled in groups performing
pit	Where the ordinary people stood at the theatre. 1p often completely open to the weather. People who stood here were called 'groundlings'.
Frons Scenae	The decorative wall at the back of the stage in the theatre

Keyword	Definition
Juliet Balcony	The area of the Lords' Rooms where actors addressed the stage from above.
heavens	Roof over the stage – often painted to look like the heavens.
Tiring room	The dressing room where actors put on their 'attire'. Also a storage room
Lords' Rooms	The most expensive seats in the theatre – 5p. Cushioned seats and curtained off areas. Central above the stage – everyone could see them.
Gentlemen's Rooms	Balconies to the left and right of the Lords' Rooms – cost around 4p to sit here.
pamphlet	A short document, usually printed to spread a particular political or religious message
alchemy	The 'science' of turning ordinary metals into gold.
Gloriana	The way of presenting the reign of Elizabeth as 'Golden'

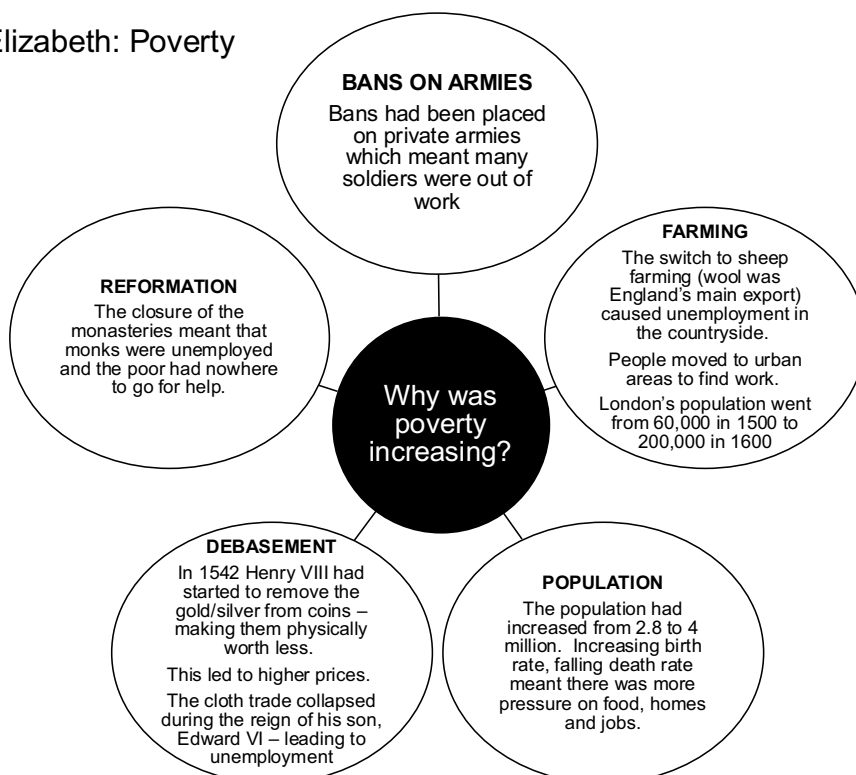
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## Elizabeth: Was it a 'Golden Age'?

Evidence for a Golden Age	Evidence against a Golden Age
Portraits, detailed textile patterns, silverware and tapestries all became popular with nobles and gentry during Elizabeth reign	Blood sports were still popular such as bear baiting or cock fighting.
England explored the World and discovered new lands. England also built up its navy during this period. This was the beginning of the British Empire.	Alchemy (trying to turn metal into gold) was also still popular and showed people were still not completely aware of how things worked.
Theatre became hugely popular with all sections of society.	Cruel punishments and torture were still used on a regular basis.
Houses were built to show off wealth for the first time.	Life expectancy was low and there was little knowledge of what caused or cured illness.
Plays became popular due to the theatres and began to question society and God	There was widespread famine in 1596-7.
Education became increasingly important, but only for wealthy boys.	Elizabeth had no children and this cause uncertainty at the end of her reign.
The printing press became more efficient and this allowed books and ideas to spread more easily.	Most of the population still lived in poverty despite the improvements.
England was at peace. Before the Tudors England had spent years in chaos and fighting over who should rule.	
England's military success and growing wealth made people proud.	

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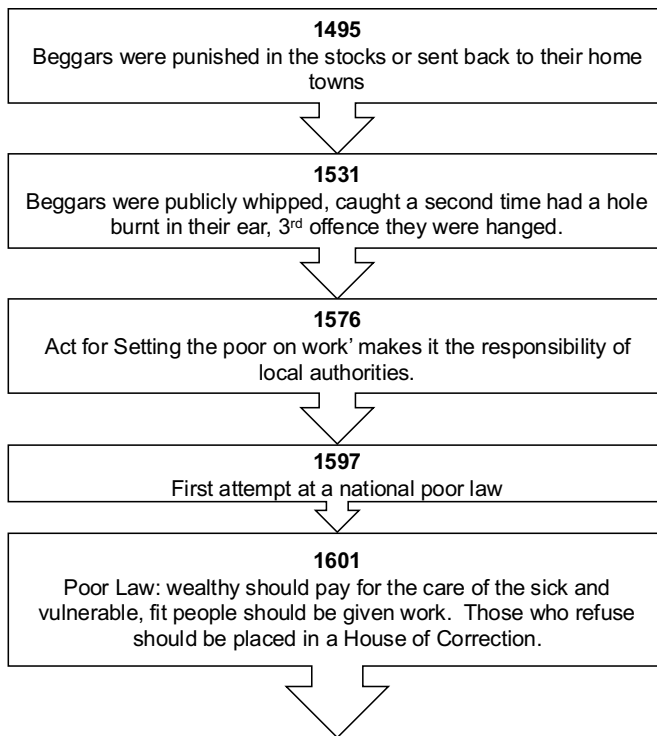
## Elizabeth: Poverty



KEY TERM	DEFINITION
Poverty	Being desperate need, usually without a home/job
Pauper	Poorest members of society – often out of work
Retinue	A private army
Reformation	The split between the Catholic and Protestant Churches, beginning with Martin Luther in 1517
Monastery	A building occupied with monks that looked after the sick/needy
Enclosure	An area (usually farmland) surrounded by a barrier
Rack renting	Demanding high/unreasonable rents for a property
inflation	Currency becoming worth less, usually with rising prices
urban	Relating to a town or city

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## Elizabeth: Poverty Laws & key terms



KEY TERM	DEFINITION
Deserving poor	People who were poor through no fault of their own. Sick/wounded/elderly. People who tried to find work but couldn't.
almshouse	A charity building set up to provide food and rest to the poor
Underserving poor	Dishonest poor people who tricked people into giving them money.
stocks	Punishment for begging. Locked by hand/feet and people through things at them in town/village squares
House of Correction	Where beggars would be sent to spend the night as punishment.
flogged	To be whipped. A punishment for begging and other crimes.
vagrant	A person without a settled home and wanders begging.

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## Elizabeth: Poverty

**Vagrant: A person without a settled home and wanders begging.**

TYPES OF BEGGARS	HOW DID CITIES TRY TO HELP?	POOR LAW 1601: DID IT WORK?
Counterfeit Crank Baretop Trickster	York 1515 – issued licences 1528 – master beggar House of Correction established 1570 – survey found 80% of people in poverty.	All areas had to look after the poor and the wealthy should pay for it. What was it? Categorised the poor into: helpless poor (helped), able-bodied poor, (given work) idle poor (whipped/House of Correction)
Clapper Dudgeon	Norwich Categorised people: 'idle poor' given jobs or 'unfortunate poor' given support. Rich paid for it.	Begging did seem to decrease YES it worked Still being used in the 1800s (reviewed in 1834) It both helped and punished to deter
Tom O'Bedlam	Ipswich 1569 – licensing system Hospital established for poor Youth training scheme set up 1 <sup>st</sup> to build a House of Correction	Each area was responsible for its own poor – this led to many poor being 'moved on' to other areas to avoid paying for them. NO it didn't
Pity = money		

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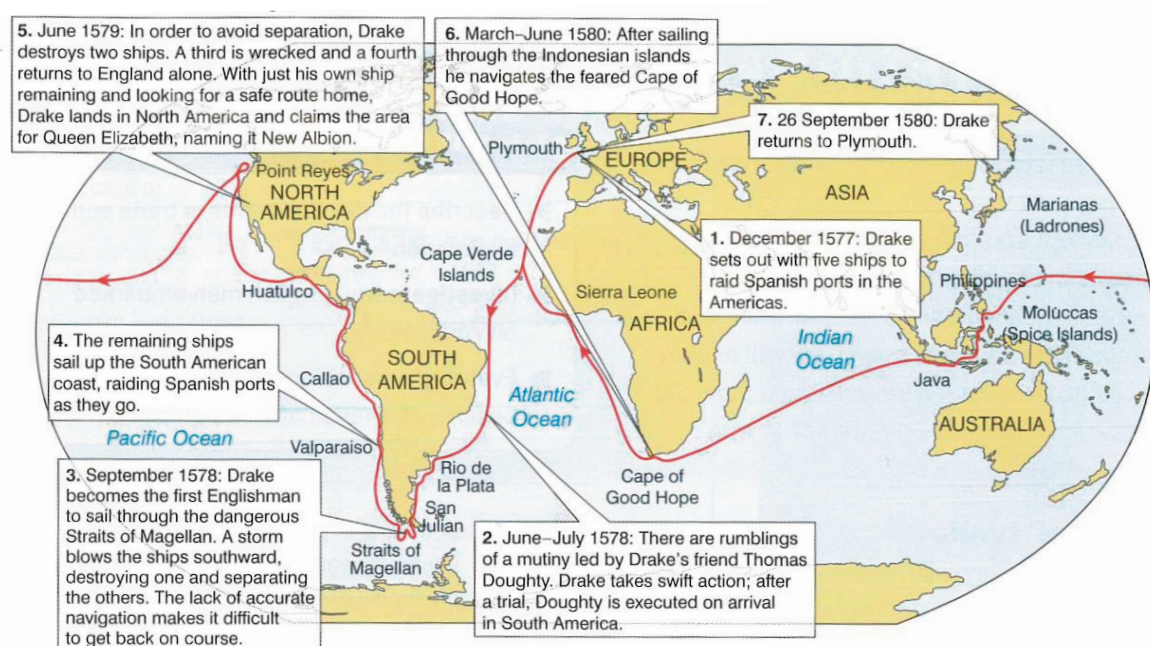
## Elizabeth: Exploration

KEY TERM	DEFINITION
Circumnavigate	To travel all the way around something
Privateer	A ship's captain with royal permission to attack foreign ships.
Armada	The fleet of Spanish ships sent to attack England in 1588
Lateen	A triangular sail that allowed ships to move much more quickly.
Astrolabe	A navigation tool that allowed for much more accuracy at sea.
Colony	Land controlled by another country.
Drake	Francis Drake – went around the world 1577-80
Hawkins	Cousin to Drake, loyal to the Queen. Built up the Royal Navy which helped to defeat the Armada
Raleigh	Loyal to Elizabeth, explorer. Banished from court for marrying a lady in waiting without permission.

WHY DID DRAKE GO EXPLORING?	
WEALTH	Drake and his cousin, Hawkins, were the first Englishmen to complete a slave trade. This brought wealth and started the slave trade in England.
REVENGE	Drake was betrayed by the Spanish at San Juan de Ulua when the Spanish attacked him during a slave trade, destroying many ships.
COLONIES	The more land they found, the more they could colonise for England
TRADE	When land was discovered, trade companies could be established to increase the wealth of the country
NEW TECHNOLOGY	Such as the lateen, astrolabe and weaponry (cannons) meant travel was safer. Ships were built to a better quality and could withstand longer voyages.

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## Elizabeth: Drake's Circumnavigation of the Globe



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## Elizabeth: Exploration

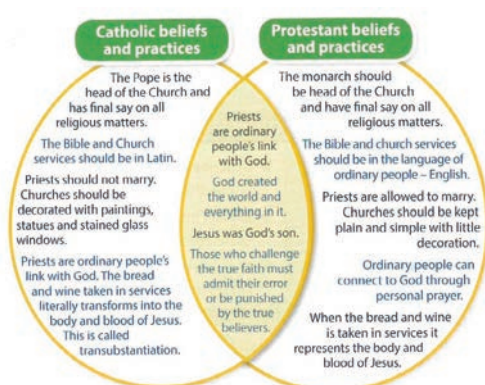
HOW DID ENGLAND BENEFIT?	
TRADE WITH THE EAST	Sir Martin Frobisher tried but failed on 3 occasions to find a sea route to the east – this led to the exploration of the Americas to try to find a route. Specific companies were set up to set up trade with certain areas.
HUMAN TRADE	1564 – Hawkins complete the first slave trade by kidnapping several hundred Africans and taking them to the South American coast and selling them.  Throughout Elizabeth's reign the slave trade grew and traders made fortunes, as did Elizabeth. Demand for slaves grew as new colonies were set up in the Americas.
TRADING COMPANIES	Muscovy in 1555 – established trade in Russia Eastland in 1579 – established trade in Scandinavia Levant in 1581 – Established trade in Turkey East India Company 1600 - Established trade in India

DID VOYAGES MAKE ENGLAND RICH & POWERFUL?	
YES	NO
Colonies/Territory: Sir Walter Raleigh lead the exploration to North America.  In 1584 Elizabeth granted him the right to explore, he had to give 1/5 of all his profits to the Queen.  Although during Elizabeth's reign this was small – it lay the foundations for James I's expansion in the 1600s.	Colonies/Territory: Roanoke was established in 1587 but did not last.  Another in 1587 but after returning to collect more settlers from England, COATOAN was found carved onto a tree and no people left.
Wealth: Drake and Hawkins brought back stolen riches from Spanish ships & started the slave trade.  This laid the foundations for the trading dominance in the 17 <sup>th</sup> /18 <sup>th</sup> centuries.	Wealth: Other countries (Spain & Portugal) were far more successful in expanding trade

Power: England's navy grew via exploration.  
England could hold its own in any sea battle.

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## Elizabeth: Religion



WHAT WAS ELIZABETHS CHURCH SETTLEMENT IN 1559?
A 'compromise'
<b>PROTESTANT</b>
✓ Allowed priests to marry
✓ Services held in English
✓ Book of Common Prayer brought back
<b>CATHOLIC</b>
✓ Declared herself 'governor' rather than 'Head'
✓ Allowed Catholics to worship in private.
✓ Services designed so either faith could participate

WHY WAS RELIGION A BIG ISSUE FOR ELIZABETH?	
Henry VII	Made the country Protestant with the Act of Supremacy in 1534. Very little had changed for people in the villages though.
Edward VI	Drastic changes to religious practice were made by the men who helped Edward (who was 9) rule. They introduced a Book of Common Prayer.
Mary I	A Catholic queen who spent 5 years returning England to the Pope who was made head of the Church again. Catholic mass was brought back and severe punishments for those who refused to return to Catholicism. She burnt 300 Protestant martyrs.

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## Elizabeth: How did treatment of Catholics change?

KEY TERM	DEFINITION
Protestant	A general term describing Christians who left the Catholic Church
Recusancy	When a person refused to attend Church of England services
Papal bull	Special message issued by the Pope
Excommunicate	Officially remove from the Catholic Church by the Pope
Seminary	A training college for priests
Missionary	Someone whose aim it is to spread their faith
Counter-Reformation	The reform of the Catholic Church in Rome as a response to the Protestant Reformation.
Martyr	Someone willing to die for their belief.
rack	A torture device used to extract confessions from captured traitors
Rosary beads	An aid for Catholics to enable them to focus during their prayers.
William Allen	Involved in the Throckmorton and Babington plots. Cardinal on the recommendation of Philip II. Set up the Seminary College at Douai

WHAT WAS LIFE LIKE FOR MOST CATHOLICS UNDER ELIZABETH?	
EARLY YEARS 1558-1569	Initially, fines for refusing to attend Church services were very low. Catholics were largely tolerated proving they didn't disobey the Queen.  The Northern Rebellion (led by Catholics) and the papal bull that Excommunicated the Queen and called on all Catholics to end her reign. Although many chose to ignore the bull, this made all Catholics potential enemies.
1569-1570	
1571	Recusancy fines introduced for those who do not attend Protestant services. The rich could afford to pay them. It became illegal to own Catholic objects such as rosary beads. Recusancy fines increased to £20 – more than most could afford.
1581	It was strictly enforced. It became high treason to convert to Catholicism
1585	Any Catholic priest ordained after 1559 was a traitor and he and anyone protecting could be executed. Legal to kill anyone who attempted to kill the Queen
1593	'Statute of Confinement' – Catholics could not travel more than 5 miles from their home without permission.

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## Elizabeth: The Catholic Threat – rebellions & plots

Plot	Date	Events	Consequences
Northern	1569	Elizabeth refused to allow the Duke of Norfolk to marry Mary, Queen of Scots Two nobles, Westmorland & Northumberland led a rebellion to replace Elizabeth with Mary They took control of Durham Cathedral & held an illegal mass. They marched south with 4,600 men The Earl of Sussex raised an army (Elizabeth couldn't) and defeated the rebels.	Northumberland was executed. Westmorland escaped to France Norfolk was imprisoned in the Tower of London.
	1571	This also involved Norfolk, led by the Italian banker Ridolfi & the Pope The plan was to invade England from the Netherlands at the same time as another Northern rebellion. Elizabeth would be murdered and replaced with Mary, Queen of Scots. Walsingham's spy network discovered this.	Norfolk was executed. Treatment of Catholic got worse
Throckmorton	1583	Led by Francis Throckmorton, the plan was to kill Elizabeth & replace her with Mary, Queen of Scots. There would be an invasion by the French Catholic, Henry of Guise The plot also involved the Spanish ambassador.	Throckmorton was executed and Mary, Queen of Scots was placed under even tighter guard.
Babington	1586	Led by Anthony Babington this led to Mary's trial and execution in 1587. He convinced Mary's servants to place coded letters in beer barrels that were taken to her room. Mary replied saying she agreed with the plan. BUT the servants weren't working for Mary at all, in fact, they were working for Francis Walsingham as spies, who took the letters straight to the Queen	MQOS was executed Anti-English sentiment in Europe increased – eventually contributing to Philip II of Spain sending the Spanish Armada.

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## Elizabeth: The Catholic Threat

FOREIGN REACTIONS TO ELIZABETH'S RELIGIOUS POLICY	
DOUAI	In 1568 an English Catholic Seminary was established by William Allen in the Netherlands (controlled by Philip II). They would train missionaries who began to arrive in England from 1574.
JESUITS	<p>Formed in 1540, the Society of Jesus members began to arrive in England from 1580.</p> <p>Their aim was to reconvert Protestants to Catholicism. In 1585 the Act against Jesuits &amp; Seminary Priests called for them to be driven out of the country.</p> <p>Many, such as Edmund Campion &amp; Ralph Sherwin were executed.</p>
FRANCE & SPAIN	<p>To begin with it was hoped a Catholic Prince would marry Elizabeth and bring her back to Catholicism. This did not happen.</p> <p>Neither country was in a position in 1570 to send troops after the papal bull. France and Spain both supported the seminary priests (at Douai).</p> <p>They threatened but didn't act until 1588 when, after the execution of Mary Queen of Scots, Philip II sent the Spanish Armada in the hope of removing Elizabeth from power.</p>

WHAT DID EDMUND CAMPION DO?	
	Campion arrives in London disguised as a merchant.
	He began to preach to ordinary people.
1580	He travelled the country spreading the Catholic message.
	The authorities became aware of his presence and were concerned he meant to start a rebellion.
	He was arrested on 14 <sup>th</sup> July in Berkshire and taken to the Tower of London.
July	He maintained he had no plan to overthrow Elizabeth.
1581	He was held for 4 months and tortured several times on the rack.
	Found guilty of treason on 20 November 1581
Dec	Campion was dragged through London before being hanged, drawn and quartered
1581	

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## Elizabeth: The Puritan Threat

KEY TERM	DEFINITION
Surplice	A white gown worn by priests in the Church of England
Presbyterian	A Protestant Church that believes that Bishops should be replaced by Elders. Followers of John Calvin
Popish	A term for a supporter of the Pope
Prophesying	A meeting of the Protestant clergy which usually involved criticism of the English Church under Elizabeth
Clergy	Member of a religious order, e.g. monk/priests
separatist	Someone who wants to break away from the main stream.
John Field	An outspoken critic of the English Elizabeth Church for not being Protestant enough. Published books to this effect and was arrested and stopped from preaching.
John Calvin	A protestant reformer based in Geneva, Switzerland. Inspired John Knox who radicalised Scotland.

WHO WERE THE PURITANS?	
	People who were unwilling to compromise on their faith
	They wanted the total removal of all Catholic elements from the English Church
	Early in her reign, Elizabeth had appointed a few bishops with similar ideas to the Puritans.
	Walsingham and the earl of Leicester (Dudley) were both Puritan sympathisers.
	They had a huge problem with Church dress – in 1566 they were told to put up with the surplice worn in the English Church or lose their jobs.
	By 1568 most had accepted Elizabeth's changes. BUT some refused and became Presbyterians.

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## Elizabeth: The Puritan Threat

HOW MUCH OF A THREAT WERE THE PURITANS?
1570s meetings known as prophesying became popular.
These criticised Elizabeth and her religious settlement of 1559.
Archbishop Grindal encouraged these meetings but Elizabeth, Cecil and her Privy Council thought they were dangerous.
He was suspended when he refused to ban them.
In 1580 a new separatist church was set up in Norwich. Its leader Robert Browne was arrested but released.
In 1592 a second separatist church was set up in London, their leaders, Henry Barrow & John Greenwood were hanged.
Parliament had lots of Puritan MPs – such as Peter Wentworth (who often nagged Elizabeth to get married). They tried to introduce new Puritan laws, but failed.

HOW DID ELIZABETH DEAL WITH THE PURITAN THREAT?	
POWERFUL DEATHS	The earl of Leicester (Dudley) died in 1588.
	Walsingham died in 1590.
JOHN WHITGIFT	These two prominent Puritans had protected the Puritans from most of Elizabeth's anger.
	The new Archbishop of Canterbury introduced new rules in 1583 which banned unlicensed preaching and enforced recusancy fines.
HIGH COMMISSION	John Whitgift's sustained campaign against the Puritans broke their organisation and they faded away.
	Was given the power to imprison or fine Puritans who did not conform, e.g. Thomas Cartwright in 1590
PUNISHMENT OF PRINTERS	Puritans were publishing increasingly critical literature, e.g. John Field's "A View of Popish Abuses yet remaining in the English Church".
	Elizabeth punished their printers, such as John Stubbs who had his hand cut off for criticising a potential marriage to a French Catholic Prince

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## Elizabeth: Mary Queen of Scots

WHO WAS MARY QUEEN OF SCOTS?
Elizabeth's cousin, her grandmother had been Henry VIII's sister, Margaret.
She had become queen of Scotland in 1542 when she was 6 days old
She had been supposed to marry Henry VIII's son Edward VI, but instead married the King of France until he died in 1560.
She returned to Scotland to find it a Protestant country and she was unpopular.
It was suggested she was involved in the murder of her second husband, the English Lord Darnley.
She was forced to flee to England in 1568 and her son James was made King of Scotland in 1567

WHY WAS SHE SUCH A THREAT?	
LEGACY OF MARY I	Many Protestants vividly remembered the reign of Mary I and felt she symbolised a potential return to Catholicism and the burning of Protestants.
A LEGITIMATE HEIR TO THE THRONE	She had a direct blood line to the English crown through her mother – she was not a pretender. She was Elizabeth's heir to the throne since she had no children of her own to succeed her.
POTENTIAL FOR REBELLIONS	She became a figure head for any Catholic plots or rebellions to replace Elizabeth. This included the Northern (1569), Ridolfi (1571), Throckmorton, (1583) & Babington (1586). She also became a focal point for Jesuits and foreign support from France and Spain.

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## Elizabeth: Mary Queen of Scots

HOW WAS MARY TREATED BY ELIZABETH?	
PRISON	When she arrived in England, Elizabeth didn't know what to do with her.
	She was clearly a threat.
	Some of her advisers immediately called for her execution, but she was an anointed Queen – what example to other powers would that send?
	She hadn't actually done anything wrong.
	She settled for imprisonment for 19 years and was treated well.
TRIAL	In October 1586 she was put on trial for her crimes.
	36 noblemen, including Walsingham & Cecil.
	She argued her case well, and stated that as a foreign Queen she could not be tried in an English court.
	She was sentenced to death on 25 <sup>th</sup> October 1586.
ELIZABETH DITHERS	Elizabeth was reluctant to have her cousin executed.
	She didn't want to set a bad example by executing a fellow monarch.
	She was worried that there might be terrible consequences (foreign invasion) if she did.
	She was concerned Mary's son, James would seek revenge.
	Eventually, she signed the death warrant on 1 <sup>st</sup> Feb 1587

HOW WAS MARY TREATED BY ELIZABETH?	
EXECUTION	She was executed at Fotheringhay Castle on 8 <sup>th</sup> February.
	It was not held in public but witnessed by the Earls of Shrewsbury & Kent.
	Elizabeth was said to be angry that it had taken place and had the privy councillor who delivered the news briefly imprisoned.
	Mary remained a threat.
	Catholics had a martyr and could now see Elizabeth as a wicked heretic.
SOLVE PROBLEMS?	Secondly, in killing a Queen, Elizabeth had set a dangerous example to follow.
	The French and Scottish Kings expressed anger but took no action.
	Elizabeth wrote a letter apologising for his mother's death.

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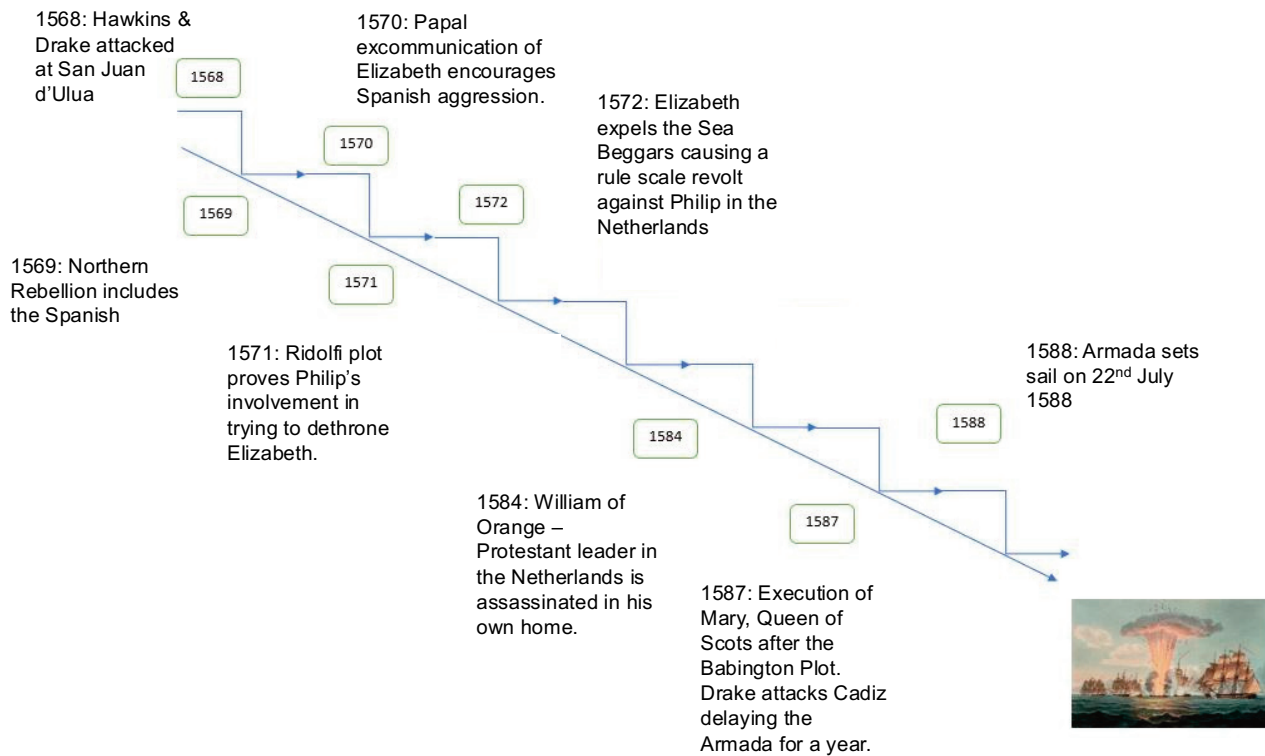
## Elizabeth: Relations with Spain

WHY WERE RELATIONS WITH SPAIN SO BAD?	
MARRIAGE	Philip II of Spain had been married to Mary I, Elizabeth's sister.
	The Pope and he were looking to expand Catholicism's influence.
	Philip wasted no time in proposing marriage to Elizabeth – who kept him waiting for an answer for years. This caused a temporary peace between the two.
NETHERLANDS	Philip II also ruled the Netherlands.
	In 1566 there had been a Protestant uprising, initially about taxes, but it soon took a religious tone with iconoclasm taking place. Philip was ruthless in his crushing of the rebellion.
	The rebels resisted and asked Elizabeth for help as a fellow Protestant. She sent money and allowed volunteers to go and help, protected the sea beggars (Dutch pirates) in English ports until 1572.
	In 1585 the Dutch leader, William of Orange was assassinated & finally Elizabeth agreed to send 7,000 troops under the command of Leicester.
	England was Protestant and Spain was Catholic.
RELIGION	The Pope had called for all Catholics to challenge Elizabeth in 1570.
EXPLORATION	Drake and Hawkins had spent years raiding Spanish ports in the Americas and stealing treasure in the 1570s

NAVAL WARFARE	
NAVY	Henry VIII had spent a fortune building up his navy.
	It was under John Hawkins and Elizabeth that the navy grew dominant. Spain was also building their navy up at this point too however.
	Common tactic to raid and steal supplies and gold, rather than pitched battles at sea.
PIRACY	The most famous example of this is Cadiz in 1587 – became known as 'singeing the King of Spain's beard'.
	Elizabeth gave licenses to her sailors to act as 'privateers' able to raid and steal as they liked. The Spanish accused them of piracy but it was an effective tactic.
	Fireships and line of battle became effective ways to defeat the enemy at sea.
TECH & TACTIC	England developed faster, more manoeuvrable ships, with more powerful weapons.
	This was supported with better navigation equipment which allowed passage through hostile waters.

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## Elizabeth: Declining relations with Spain



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## Elizabeth: Spanish Armada

THE SPANISH ARMADA: 1588	
WHY?	Relations had become so bad by 1588: Elizabeth had effectively declared war by supporting the Dutch rebels in 1585, then executed MQOS in 1587.
PLAN	151 Ships. 7,000 sailors. 180 priests & monks Led by <b>Duke of Medina-Sidonia</b> (no naval experience – even got sea sick!) Sail up the Channel, pick up army in the Netherlands, land on south coast of England, reach London and depose (get rid of) Elizabeth.
EVENTS	21 <sup>st</sup> July Armada sets sail from Spain (Corunna)
	29 <sup>th</sup> July Armada sighted off Cornwall
	31 <sup>st</sup> July – 4 <sup>th</sup> August Attacked by English ships
	6 <sup>th</sup> Aug Arrives at Calais – Duke of Parma not there to meet it
	7 <sup>th</sup> Aug Drake sends Fireships in causing the Armada to scatter
	8 <sup>th</sup> Aug Battle of Gravelines
	9 <sup>th</sup> Aug Armada sails north to escape
	Aug-Sept Armada battered by storms past Ireland & Scotland
FAILURE	Sept-Oct Armada arrives home.
	ENGLISH TACTICS Fireships worked brilliantly. Broke the Crescent formation and made them vulnerable to attack. Bombardment made it impossible to regroup. Good commanders like Drake. Faster English ships.
	SPANISH MISTAKES Ships not designed for English Channel. Slower, harder to fight with. Delay at Calais was bad. Cannons were land not sea cannons – useless for naval warfare. Wrong cannonballs brought too. Commander inexperienced.
	WEATHER Largely survived battle, but were destroyed by storms. Ran out of food and water. Many sailors too sick to sail home.



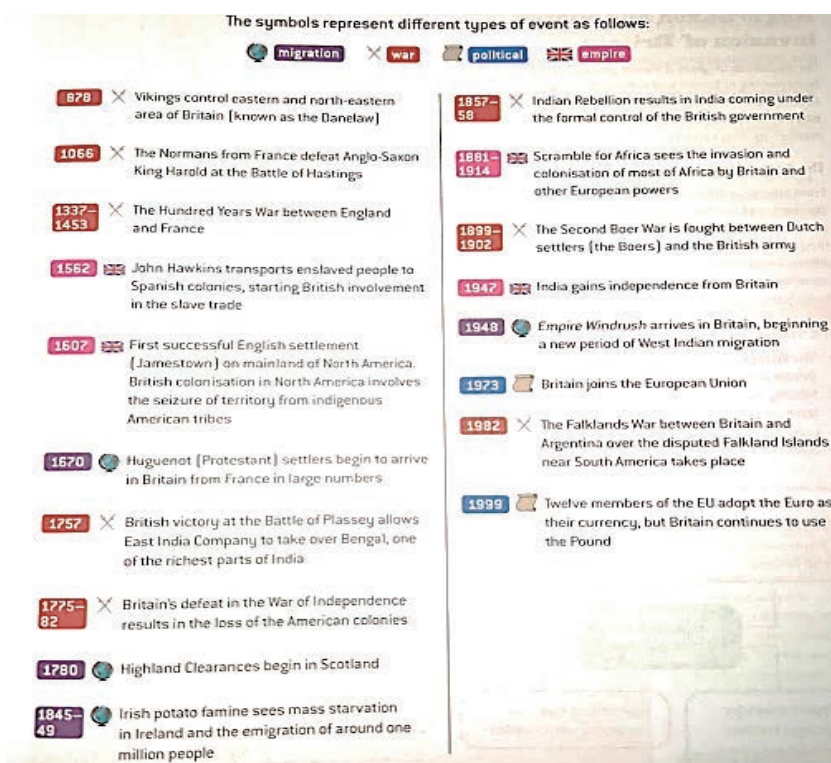
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# GCSE HISTORY PAPER 2 MIGRATION & EMPIRE C790- PRESENT DAY

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## Migration and Empires overview timeline










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## Time Period, Factors & Themes

Time Period	Details
790 -1490	Medieval
1490 – 1750	Renaissance
1750 –1900	Industrial
1900 +	Modern

Themes
Motivations behind migration to and from Britain
Impact of migration on Britain
Gaining and losing empire

Factor	Symbol
War/violence	
Religion	
Government	
Science and technology	
Economy/resources	
Role of the individual .	
Ideas (imperialism, social Darwinism and civilisation	

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## Anglo-Saxon invasion of Britain

Date	Event	Detail
Before 4000BC	First Britons	The first people to live in Britain were immigrants. They arrived from Europe and were hunter-gatherers.
4000BC	Farmers arrive	Farmers from Europe arrived in Britain bringing seeds to grow crops and animals. They created farms and built homes.
500-43BC	New settlers	New waves of settlers from Europe arrive: -Beaker people: named after the beaker-shaped pottery cups they made -Celts: farmers who also were fierce fighters and fought between themselves as well as people already in Britain.
43-401AD	Romans arrive	Romans from Italy conquer most of the British tribes. They rule for over 400 years; Britain becomes a part of the Roman Empire.
401AD onwards	Roman Empire falls	The Romans in Britain leave to defend their homeland. New tribes arrive and invade from Denmark and northern Germany looking for a better climate and good farmland. They were known as the Angles, Saxons and Jutes. They soon became known as the Anglo-Saxons and after fighting with the British tribes, they capture most of Britain (except for Cornwall, Wales and the far north)

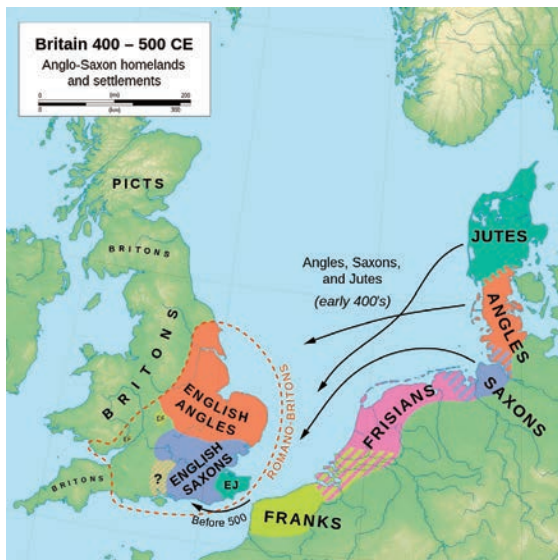
### Medieval

Keyword	Definition
Immigrant	People who move into a country
Conquer	To take over an area, normally by force/through war.
Bretwalda	Ruler of Britain, title given to Anglo-Saxon chieftains/leaders
Merchants	People who buy and sell goods through trading.

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## Anglo-Saxon invasion of Britain

Medieval



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## Viking invasion of Britain

Medieval

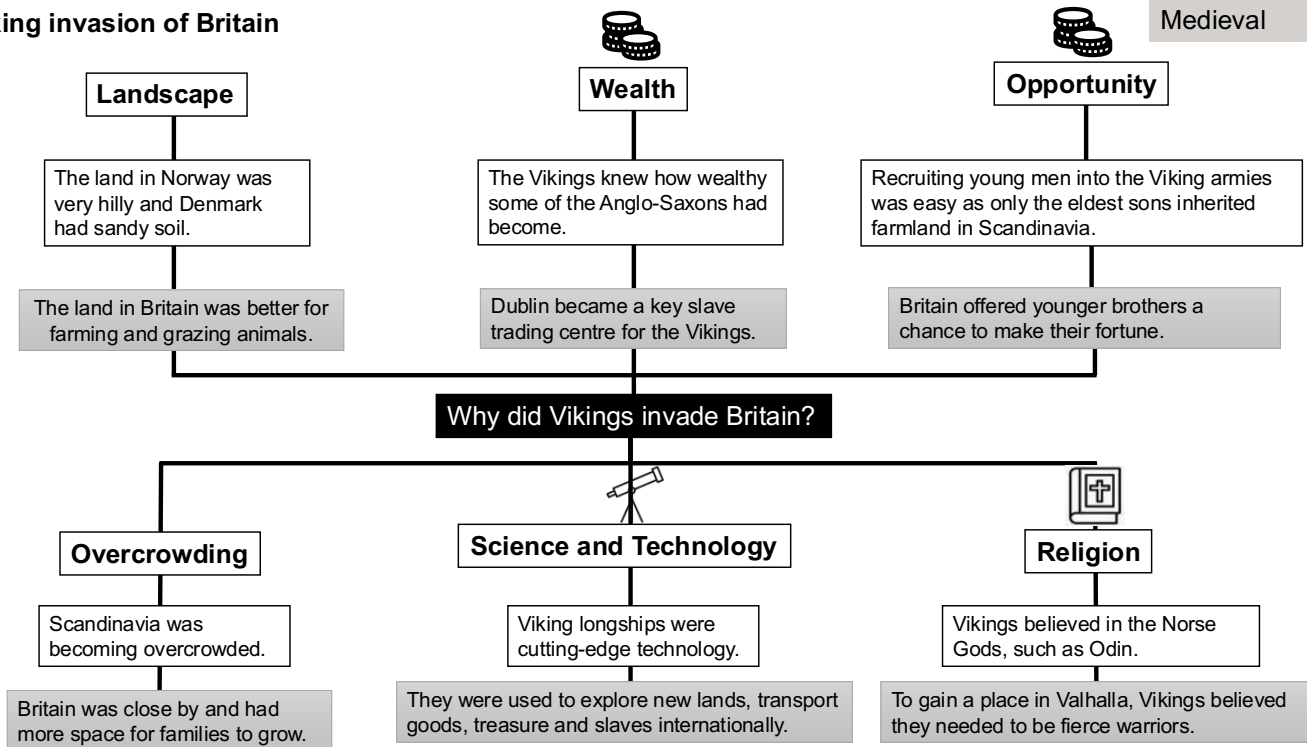
Date	Event	Detail
Mid-700s AD	Vikings start to explore	The people of Scandinavia (Norway, Denmark and Sweden) began to explore, raid and invade countries around them. They sailed to: Britain, Ireland, France, Spain and Italy. Others travelled to places as far as Israel, Greenland and America. They were known as the Vikings or Northmen.
790s AD	Viking raids on Britain	The Vikings attacked Britain because they had traded goods with the Anglo-Saxons for many years and knew of their wealth.
793 AD	Raid of Lindisfarne	The first recorded Viking raid was on a monastery at Lindisfarne in Northumbria.
795 AD	Attack on Iona	The Vikings attacked the Isle of Iona in Scotland.
850 AD	Settlers	Vikings decided to settle in Britain. They landed along the eastern coast and built large, well-protected camps. Soon they captured British towns and villages.



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## Viking invasion of Britain

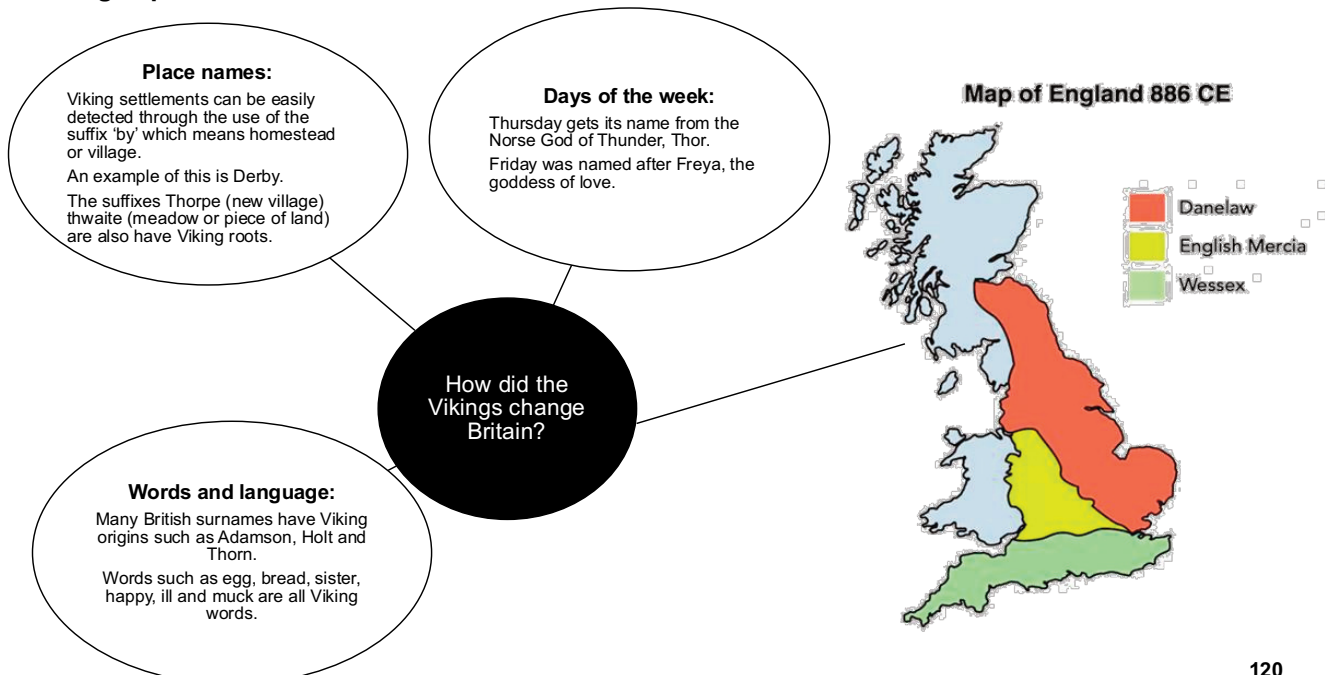
Medieval



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## Viking impact on Britain

Medieval



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## Aethelred 'The Unready'

Date	Event	Detail
975	Death of Edgar	After years of peace, Edgar the Peaceful died. He had 2 sons by 2 different mothers, Edward (oldest) and Aethelred (youngest). Edward became the King when Edgar died.
978	Edward murdered	Supporters of Aethelred murdered his half-brother Edward. Aethelred became King but was considered a poor judge of character and was taken advantage of by his advisors.
991	Vikings arrive	A huge Viking army, led by the Dane Sven Forkbeard and the Norweigan Olaf Tryggvason, arrived at Folkestone in a fleet of over 90 ships.
991	Battle of Maldon	The Vikings defeat the English. Aethelred paid them to leave and the taxes raised to pay for this became known as Danegeld. This cost a fortune- £1.8 million in today's money. The increase in taxes angered the English.

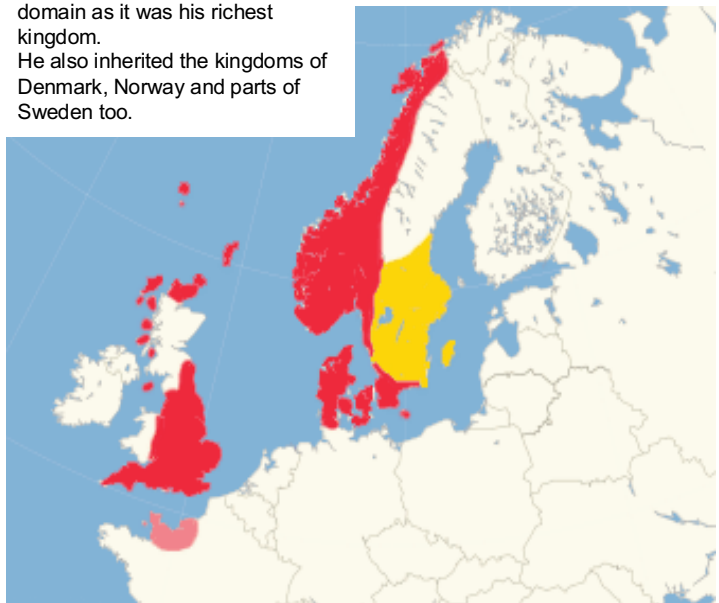
Date	Event	Detail
1002	Normandy	The Vikings had been sheltering in Normandy (northern France) as the Normans were descendants of Vikings who had settled in Normandy a 100 year before. Aethelred made a deal with the Duke of Normandy who did not want the Vikings in his land. They agreed to support each other against the Vikings- common enemy. This agreement would stop the Vikings using Normandy as a base to attack England. Aethelred sealed the agreement by marry the Duke of Normandy's sister, Emma of Normandy.
Nov 1002	St Brice's Day Massacre	Aethelred carried out a mass killing of all Viking men, women and children that he found south of the Danelaw.
1013	Forkbeard's revenge	Forkbeard wanted revenge as his sister, Gunhilda was murdered in the massacre; so he summons an army and conquers England. Aethelred flees.

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## King Canute's North Sea Empire

Date	Event	Detail
1014	Forkbeard dies	When Forkbeard dies, his young son, Canute, succeeds him. Aethelred returns to England and forces Canute back to Denmark. Aethelred reclaims the throne and his position as King.
1014-16	Rebellion	Canute's supporters in England rebel against Aethelred; even Aethelred's son joins the rebels.
April 1016	Aethelred's death	Aethelred dies and his son, Edmund, becomes King.
Dec 1016	Battle of Assandun	Canute beats Edmund at the Battle of Assandun. Canute and Edmund reach an agreement: -Wessex will belong to Edmund -the rest of the country will be run by Canute -when one of them dies, the other will inherit the land About a month later, Edmund died and Canute became King of all of England.

Britain became Canute's main domain as it was his richest kingdom.  
He also inherited the kingdoms of Denmark, Norway and parts of Sweden too.

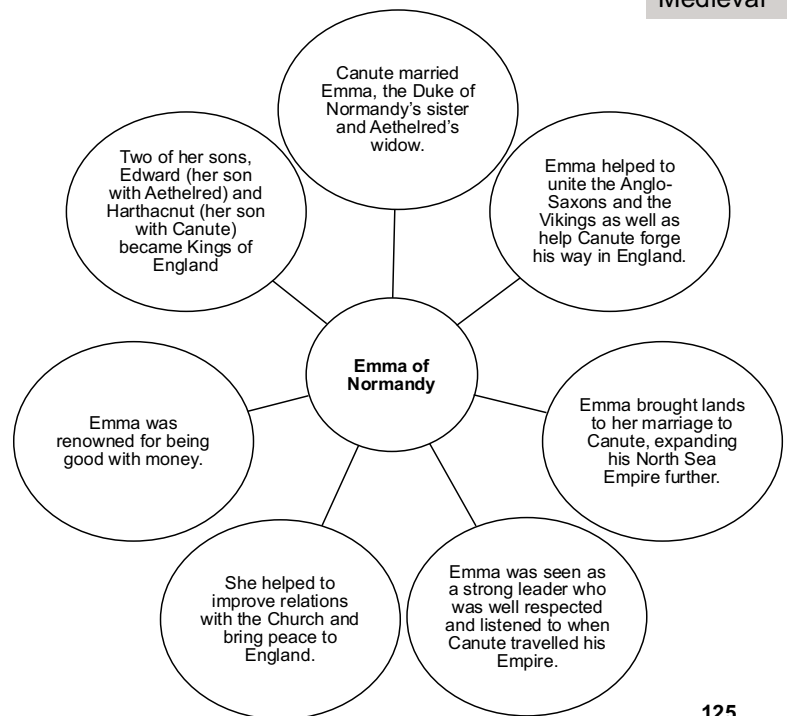


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## Canute's Britain

Medieval

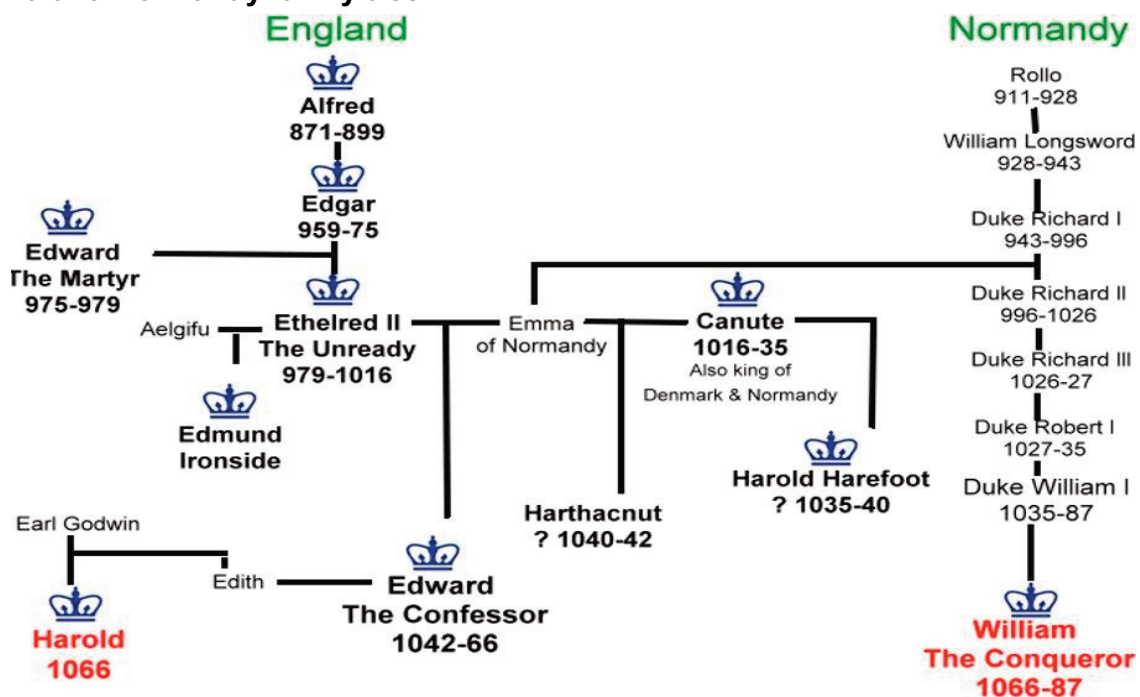
Positives	Negatives
Trustworthy English nobles were left to rule their own areas.	Hostile takeover at the start of his reign with a lot of violence.
Peaceful time and free from Viking raids.	He was tough with those Anglo-Saxons he thought might rebel against him.
Brought back the popular and peaceful laws of Edgar the Peaceful.	Ordered the execution of many powerful Anglo-Saxons.
Saw Britain as his main domain rather than a Danish colony.	Transferred riches back to Denmark and gave Danish nobles the best land.



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## England and Normandy family tree

Medieval



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## Edward The Confessor

Medieval

Date	Event	Detail
1035	Canute dies	Harold becomes King when his father, Canute dies. He was Canute's son from his first marriage. He was not well liked.
1040	Harthacnut becomes King	After 5 years on the throne, Harold dies. Harthacnut, the son of Canute and Emma, becomes King. He is not well liked and died 2 years later.
1042	Edward The Confessor	After the death of his half-brother, Edward (the son of Aethelred and Emma) becomes King of England. He had lived in Normandy for a large part of his life, He was accepted by the Anglo-Saxon people but seemed to prefer his Norman friends. He was a very religious man and earned the nickname the Confessor, as this was a name given to someone who led a very holy life.

Edward the Confessor died in 1066 without an heir.  
This led to 3 men claiming the right to rule England...

### Contenders to the throne in 1066

**William of Normandy:** claimed both Edward and Harold Godwinson had agreed he should take the throne.

**Harold Godwinson:** the most powerful man in England, the Witan (a group of powerful nobles and bishops) supported his claim to the throne.

**Harald Hardrada:** Viking ruler of Denmark; stated that as Vikings had conquered England for many years he should be King.

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## Events of 1066

Medieval

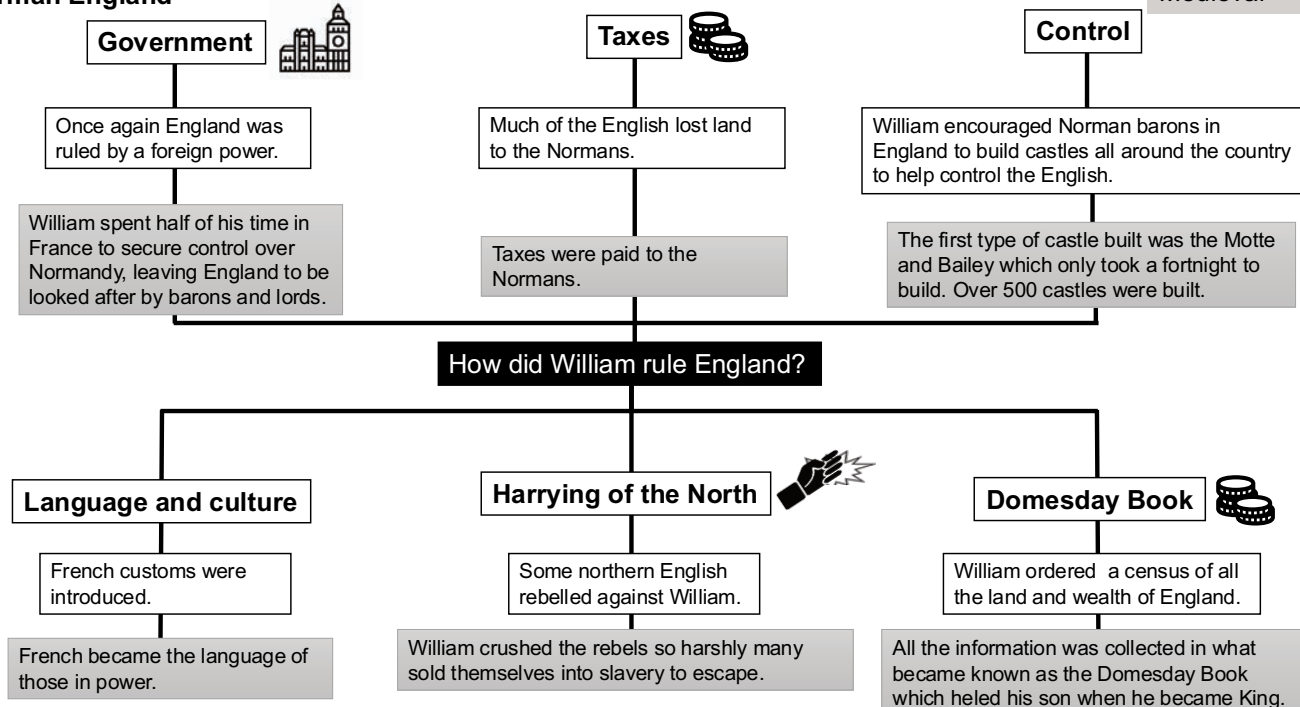
Date	Event	Detail
Jan 1066	Edward dies	The day after Edward's death, the Witan elect Harold Godwinson, Earl of Wessex and brother-in-law to Edward, King of England. He became King Harold II of England.
Sept 1066	Battle of Stamford Bridge	Harald Hardrada was defeated by Harold Godwinson at the Battle of Stamford Bridge in York.
Oct 1066	Battle of Hastings	Godwinson was defeated by William of Normandy at the Battle of Hastings.
Dec 1066	William the Conqueror	William is crowned King of England on Christmas day and becomes King William I of England.



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## Norman England

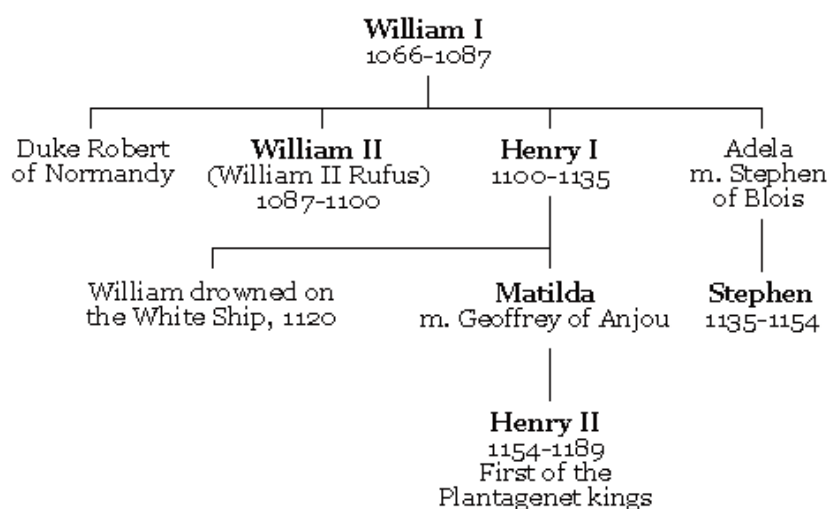
Medieval



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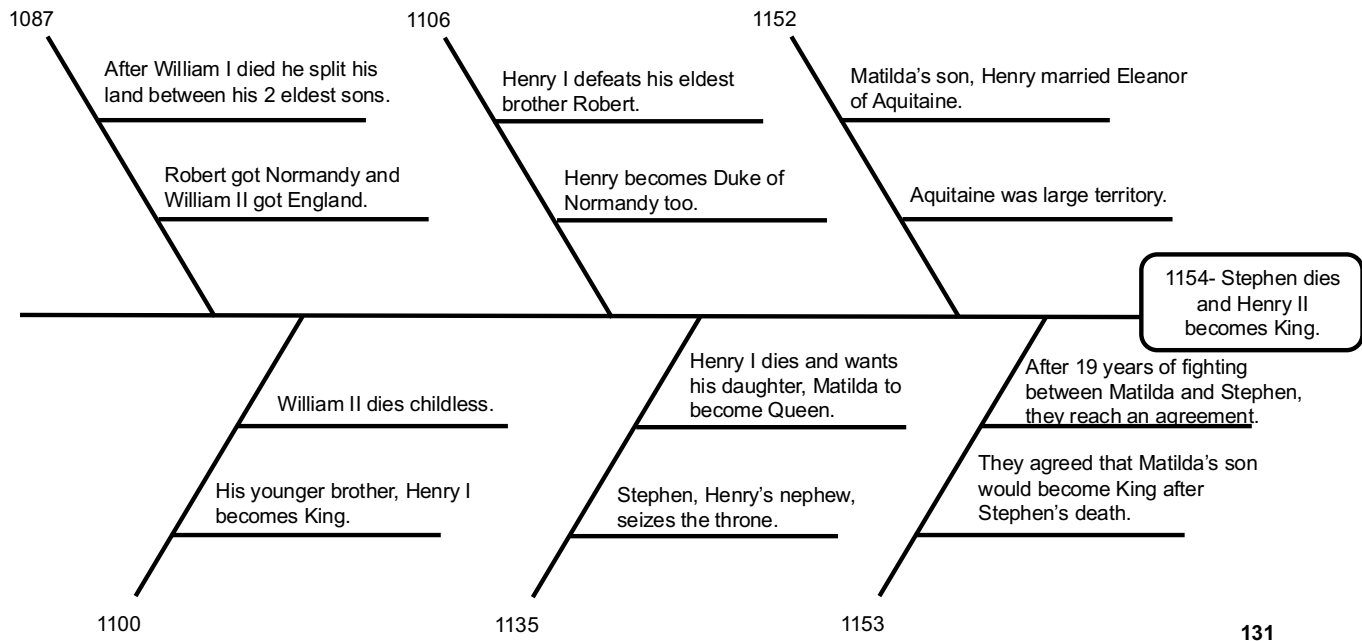
## Norman Family Tree

Medieval



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## The Angevin Empire- Henry II

### IRELAND

When 'King' Dermot of Leinster asked Henry II for help to fight another Irish King, Henry sent an army led by the Earl of Pembroke. When Dermot died, the English took over so much land they controlled more than the Irish. When Henry II visited Ireland in 1171, he was recognised as the overlord.

### ENGLAND

Inherited when King Stephen died in 1154. Henry II's grandfather had been King of England.



### NORMANDY

Inherited from his mother, Matilda,

### ANJOU, MAINE & TOURAINE

Inherited from his father, Geoffrey of Anjou.

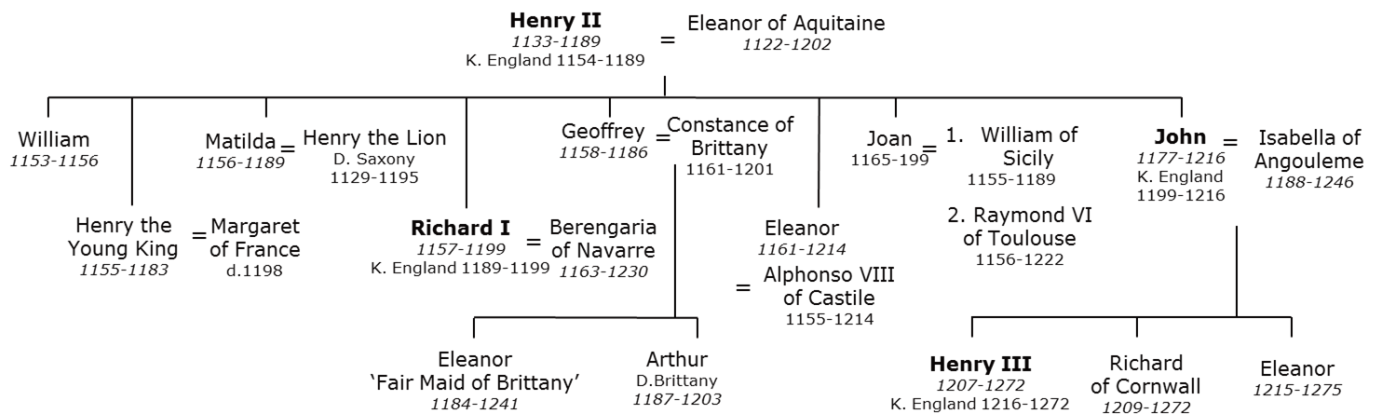
### BRITTANY

Acquired when Henry II invaded and then married one of his sons off to the Duchess of Brittany.

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## Angevin Family Tree

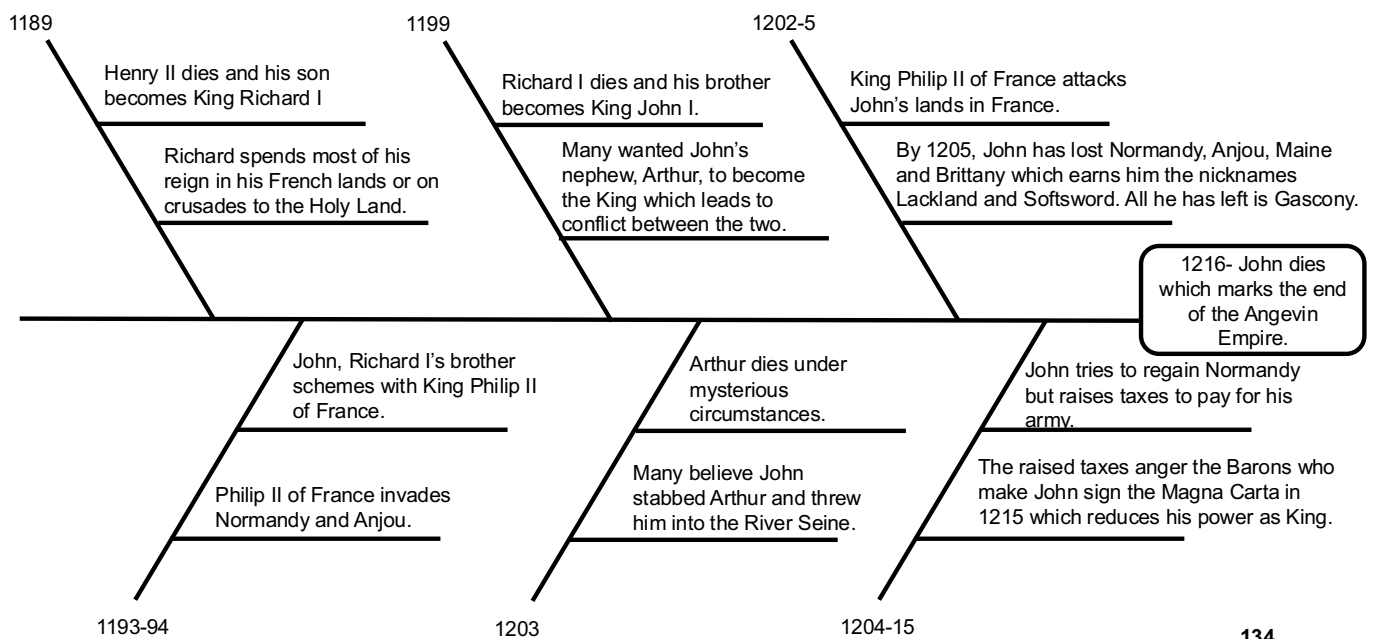
Medieval



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## Angevin Empire crumbles

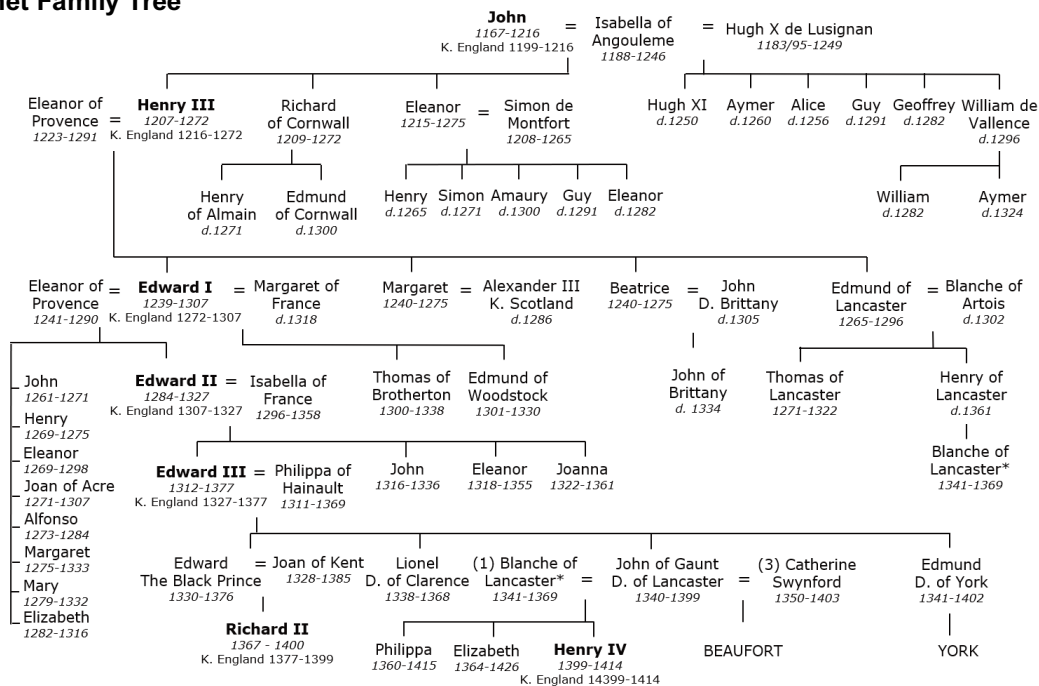
Medieval



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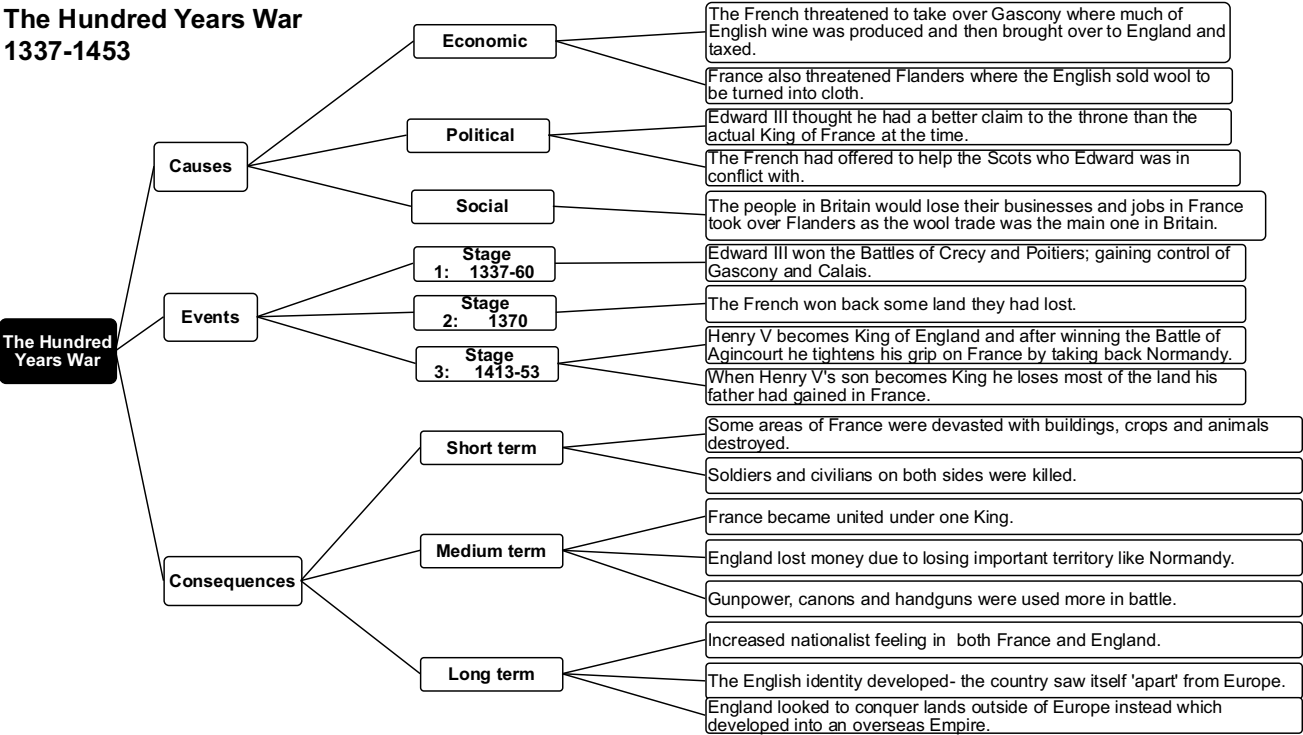
Plantagenet Family Tree

Medieval

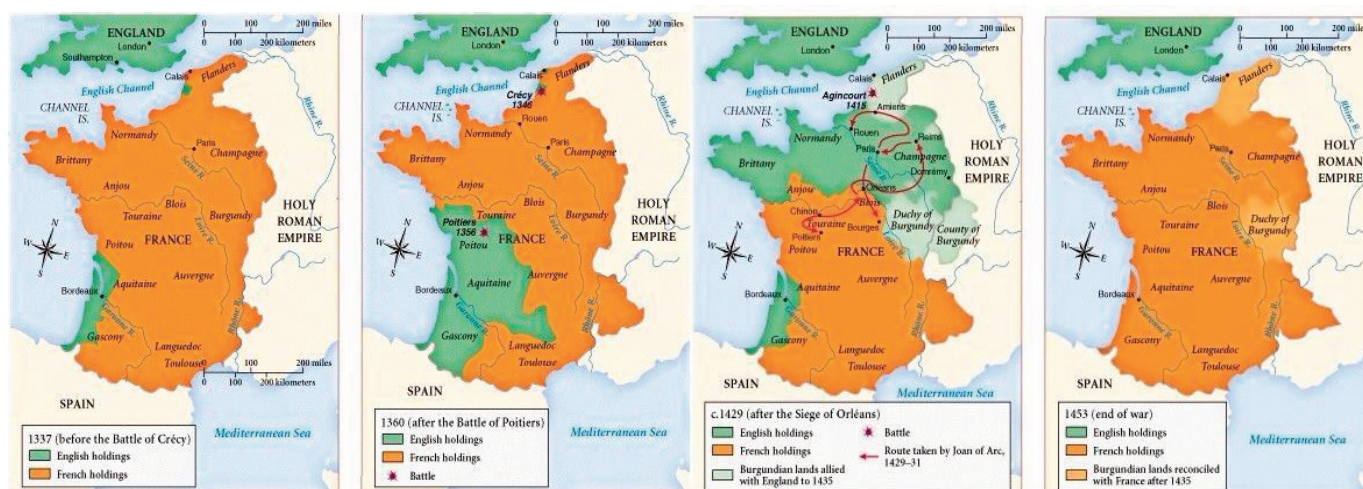


The Hundred Years War  
1337-1453

Medieval



# Maps of the Hundred Years War 1337-1453



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## Tudor and Stuart Explorers

Explorer	Country linked to	Where and when?	Detail
Christopher Columbus	Spain	1492- Americas	<ul style="list-style-type: none"> <li>Hoped to find new routes to India and China by sea.</li> <li>Sailed west which meant he landed in the West Indies</li> </ul>
John Cabot	England	1496- Canada	<ul style="list-style-type: none"> <li>Sailed from Bristol on behalf of King Henry VII.</li> <li>Found no riches so returned home.</li> </ul>
John Hawkins	England	1562- Transatlantic slave trade (west Africa- Americas)	<ul style="list-style-type: none"> <li>Financed by the London Merchants, he set sail on his first slave-trading voyage.</li> <li>He captured West-Africans and sold them in the Americas.</li> <li>The trip was so profitable that a second slave-trading voyage took place in 1564, partly funded by Queen Elizabeth I.</li> <li>The slave trade made Hawkins a rich man and he was knighted by Elizabeth in 1588.</li> </ul>

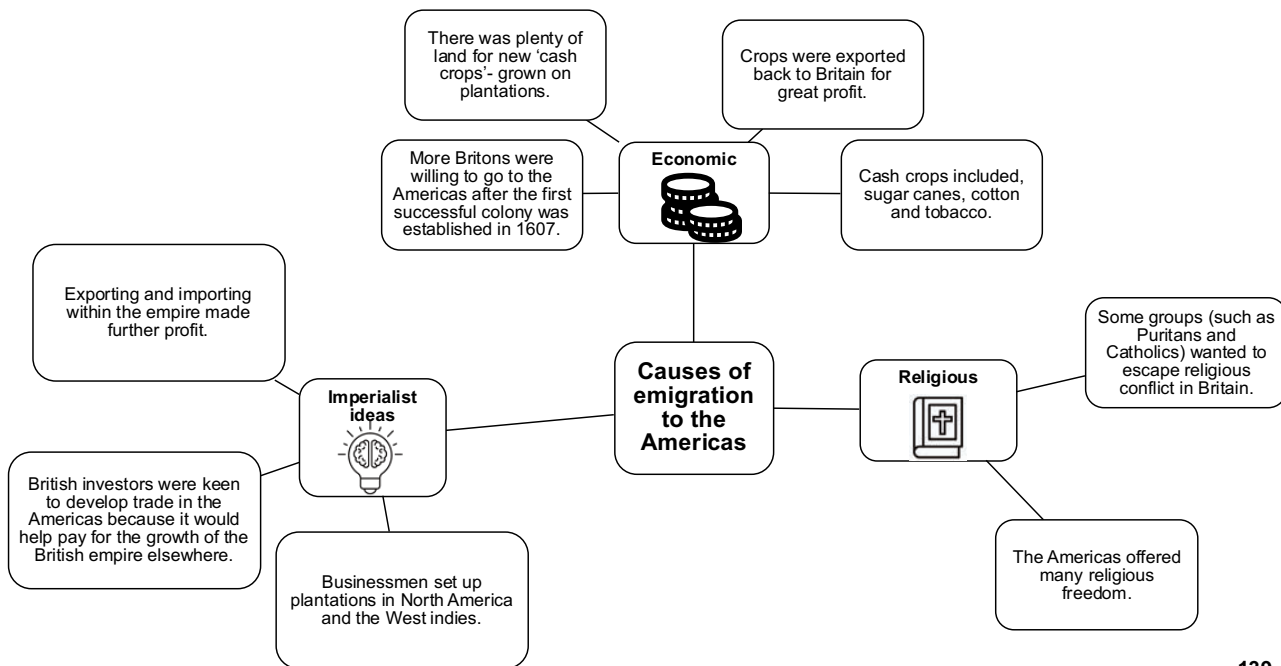
## Piracy

- Early attempts by the British to find gold and create colonies failed- example Roanoke.
- They did create bases along the east coast which were used to explore and plunder from Spanish riches and colonies through the use of privateers.
- Monarchs (like Elizabeth I) granted privateers permission to attack foreign ship and steal from them.
- Anything stolen would be shared with the monarchs and those doing the stealing were known as pirates.

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## Why go to the Americas?

Renaissance

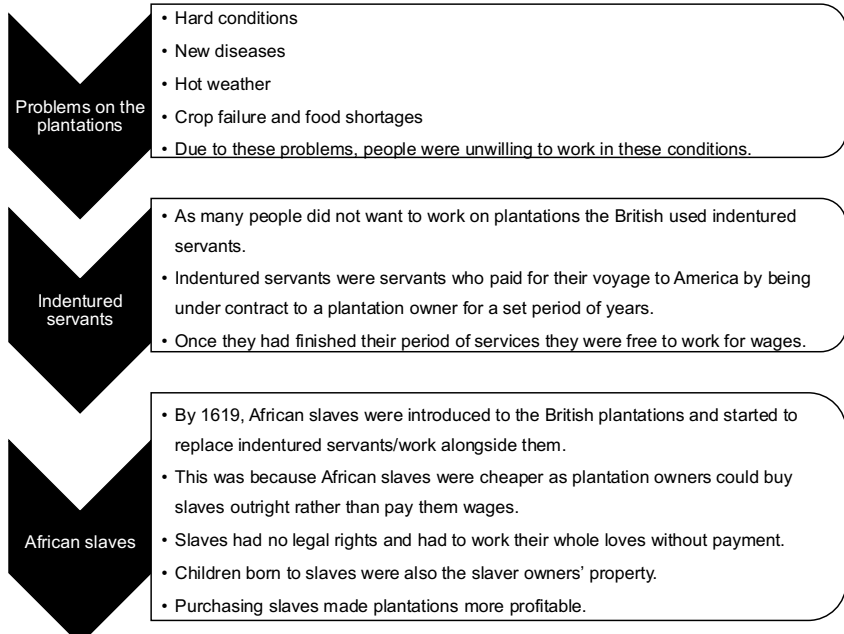


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## Why did plantations replace piracy?

Renaissance

Reason	Detail
Monarchy	<ul style="list-style-type: none"> <li>As the British Empire grew in North America (and India) and became increasingly more profitable, British monarchs stopped granting privateers permissions.</li> <li>By the 1720s, piracy was rare in the Americas</li> </ul>
Plantations	<ul style="list-style-type: none"> <li>Plantations rather than privateering brought in more profits for Britain.</li> </ul>
Royal Navy	<ul style="list-style-type: none"> <li>The Royal Navy used extensive anti-piracy measures.</li> <li>Pirates were chased out of harbours where they had previously been able to seek safe haven- e.g. Nassau in the Bahamas.</li> </ul>

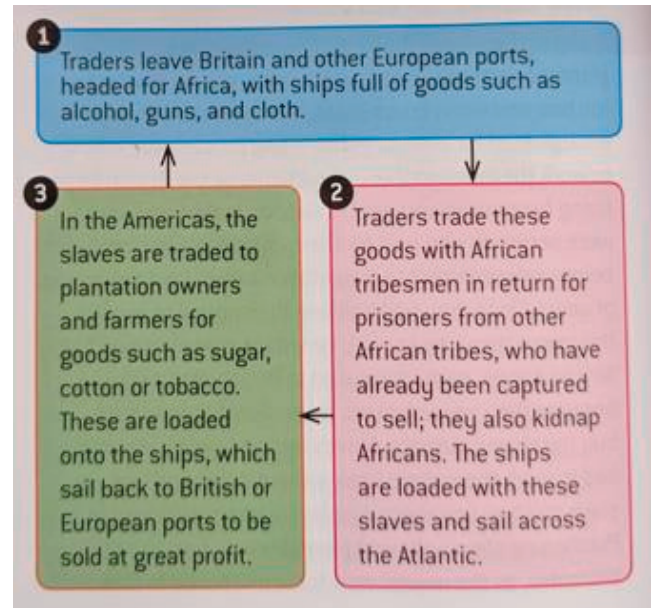
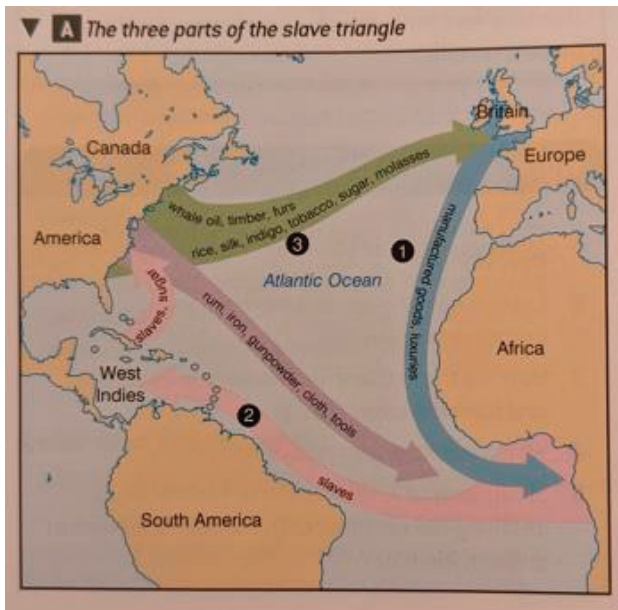


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## Impact of the slave trade on Britain

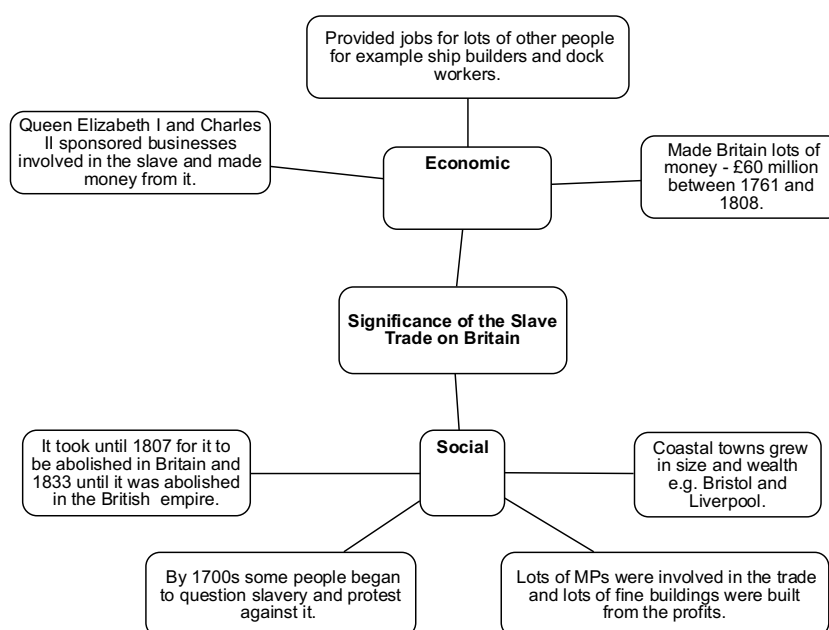
Renaissance



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## Impact of the Slave Trade on Britain

Renaissance



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## British colonies in America

Renaissance

Reason people moved to America	Detail
Economic problems	<ul style="list-style-type: none"> <li>Unemployment was high in Britain and wages were low.</li> <li>Failed harvests meant people faced starvation.</li> </ul>
Religious issues	<ul style="list-style-type: none"> <li>Catholics and Puritans faced persecution during and after the Reformation started by Henry VIII.</li> <li>80,000 Puritans went to American between 1630 and 1641.</li> <li>Religious groups in Europe also went to America to escape persecution.</li> </ul>
New opportunities	<ul style="list-style-type: none"> <li>America had lots of land unlike overcrowded Britain.</li> <li>Crops such as tobacco and cotton allowed people to make lots of money.</li> <li>Sugar plantations also started to make lots of money.</li> </ul>

Colony case study	Detail
Virginia	<ul style="list-style-type: none"> <li>Established in 1607, in Jamestown.</li> <li>Local tribes attacked the early settlers and the rich lords who went were unused to farming.</li> <li>Some tribes helped the settlers to grow crops successfully.</li> <li>Tobacco led to making huge profits.</li> <li>This success led to other settlers coming to America.</li> </ul>
Massachusetts	<ul style="list-style-type: none"> <li>Settlers arrived in 1620 on the Mayflower.</li> <li>Mainly Puritans who had faced persecution in Britain.</li> <li>Local tribes helped them and settlers also started to fish for cod.</li> <li>Set up society based on democratic principles.</li> <li>Encouraged other religious groups to come to America.</li> </ul>

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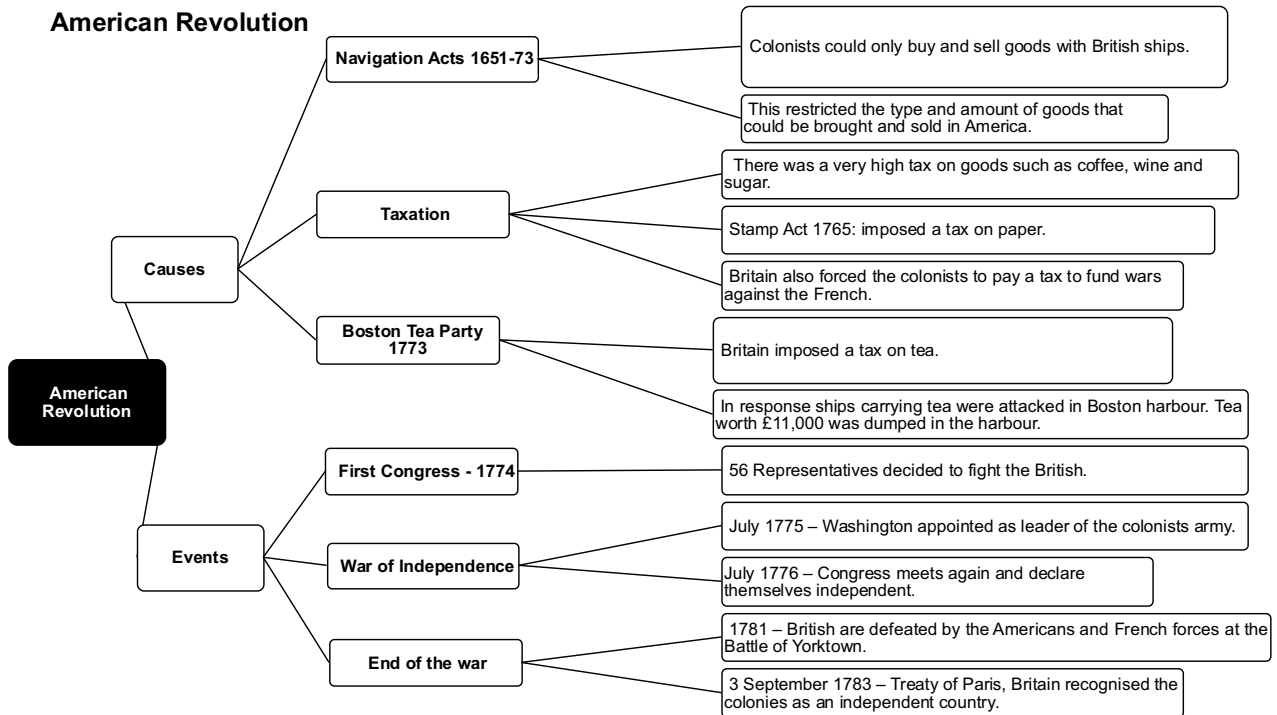
## British colonies in America

Renaissance

Short term Significance	Long term Significance
Native tribes were attacked by settlers and massacres were not uncommon on both sides. and killed by the new diseases that they brought.	In 1500 there were 560,000 natives, by 1700 there were fewer than 280,000
Settlers gave native tribes diseases, such as Smallpox, which killed lots of settlers.	Today Native Americans account for only 0.7% of the total population of the USA.
Settlers found a place to make their fortune and to escape religious persecution.	America attracted more and more settlers and they would eventually want more freedom from Britain – this led to the American revolution.

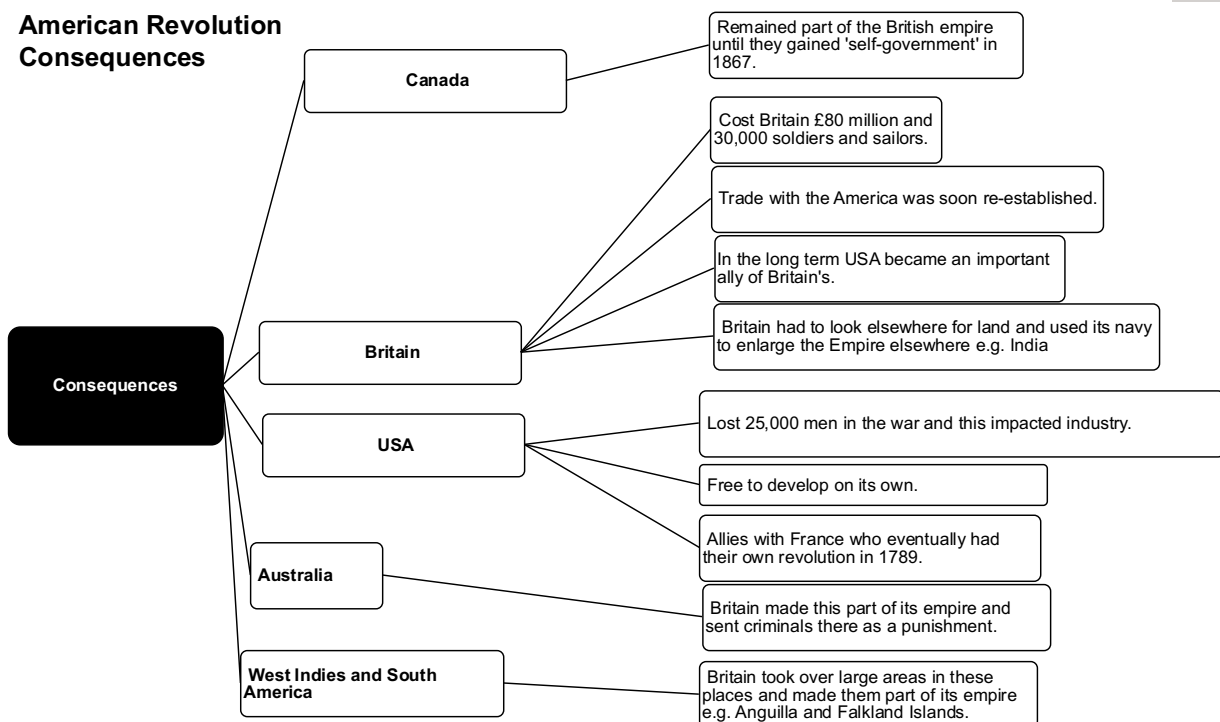
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## American Revolution



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## American Revolution Consequences



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## Huguenot Migration

Renaissance

Date	Event	Detail
August 1572	St Bartholomew's Day Massacre	70,000 Huguenot's were killed in France. Survivors started to leave France and some came to Britain as it was a Protestant country.
1598	Edict of Nantes	French religious wars ended and migration to Britain dropped. Edict gave Huguenot's freedom to practise their religion with no fear.
1685	Persecution starts again	French King Louis XIV tore up the Edict and Huguenots were attacked again. Up to 50,000 fled to England.

Huguenot – A French Protestant, persecuted by Catholics.

### Impact of the Huguenots on Britain

Many were highly skilled craftsmen and brought their skills in watch making or gun making to Britain.

Established business communities in towns such as London, Norwich and Canterbury.

Established paper making industries – supplied 70% of Britain's paper by 1710.

Some people felt they were taking British jobs and they were different due to their diet e.g. eating snails.

France lost many talented people, its glassware and hat-making industries were lost.

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## Ulster Plantations and Highland Clearances

Renaissance

Date	Event	Detail
1600s	Ulster Plantations	King James I encouraged English, Scottish and loyal Irish to settle and farm in Ulster (Northern Ireland). He hoped these people would be loyal to him. Settlers hoped for a new and better life. The population grew rapidly. There was conflict between the settlers and their Protestant religion and the Catholic Irish which lasted for centuries.
1700s	Highland Clearances	People in the Highlands of Scotland lived a very different life from those in the south.
1715 and 1745	Jacobite rebellions	Highlanders supported the Jacobite in their rebellions against George I. When the Jacobites lost the English wanted to destroy the power of the Highlanders.
1746	Clearances begin	Highlanders were evicted from their homes to make way for sheep farming, they were forced to move to towns and cities in the South. The bagpipes were banned. Many starved to death due to the land they were given being of poor quality. <u>Some started to emigrate abroad.</u>

### Impact on the British Empire

Many emigrated to parts of the British empire e.g. Canada

Many helped to build the roads, railways and other buildings needed in the colonies.

Some became great explorers, for example David Livingstone.

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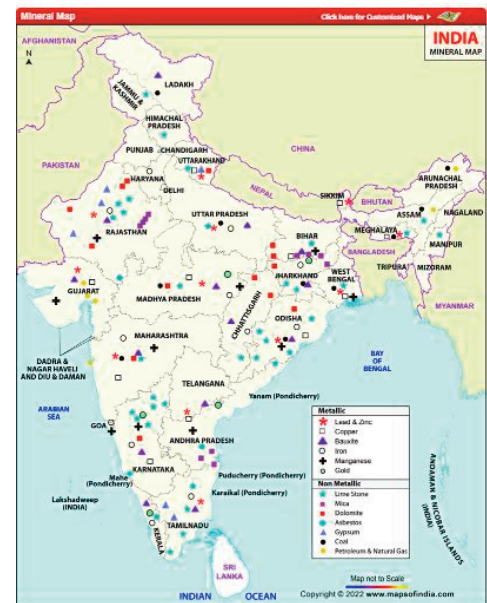
## India before European colonisation

### Previous explorers/colonisers

- During ancient times Persians and Iranians settled in India.
- Famous conquerors such as Genghis Khan and Alexander the Great also invaded India.
- The Chinese went to India in pursuit of knowledge and visited their universities.

## What was life like in India?

- Rich in natural resources- iron ore, silk, copper, gold, silver, gemstones (including diamonds), tea and timber.
- Spices (very valuable during the Medieval era) were common in India too.
- This meant that countries who made strong trade links with India would profit and become powerful.



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## Early European colonisation of India

## Detail

- In 1497, Vasco De Gama (from Portugal) discovered how to get to India from Europe by sea.
- Soon many European countries (including Denmark, France and the Netherlands) were sending ships to India to trade.
- European traders set up permanent, well-protected bases along the Indian coast, known as trading stations.
- Sometimes the traders lived there with their families.
- There were often workshops or 'factories' within the trading ports that turned some of the raw materials into goods, such as cotton cloth.

## Industrial

Set up in 1600; had a monopoly over British trade in India.

EIC ships carried cheap British goods and traded them for goods in countries as far away as Japan and China.

Fine china, silk, coffee and spices were brought back to Britain; EIC businessmen and the kings and queens whom they paid taxes, make a fortune.

India became an important base for much of Britain's growing global trading

EIC first set up trading posts in India in Surat (1612), Madras (1638) and Bombay (1668).

EIC had its own army and navy; local Indian people were trained to become soldiers for the EIC.

EIC's monopoly ended in India in 1694.

## The Rise of the East India Company (EIC)

Industrial

Event	Detail
European invasion and trade	<ul style="list-style-type: none"> <li>In the 1500s, the Mughals (who were Muslims) invaded India and took control of areas mostly run by Hindu princes.</li> <li>1658-1707: during the reign of Mughal Emperor Aurangzeb, wars broke out across India and the Mughals began to lose control of the country.</li> <li>Some European nations took advantage of this and began to expand their control over India</li> <li>Dutch, French and British trading companies (including the East India Company established in 1600) supported particular Indian princes with weapons and soldiers in return for rewards such as land or goods.</li> </ul>
The East India Company expands	<ul style="list-style-type: none"> <li>In the 1700s, the EIC began to take more and more Indian land; it used its private army and navy against various regional rulers of India and took advantage of divisions between them.</li> <li>1757: at the Battle of Plassey, around 3000 company troops (2200 of whom were local Indians) led by Robert Clive defeated an Indian army of over 40,000, led by local prince Siraj0ud-Daula (who was helped by the French).</li> <li>The victory allowed the EIC to take over Bengal, one of the richest parts of India.</li> <li>The company also fought against other European nations, such as the Dutch, and took over their trading posts.</li> <li>Over the following decades, more of India came under the rules of the EIC as India was a good place in which to sell their own goods to many f the millions of Indians in their territories.</li> </ul>

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## The Fall of the East India Company (EIC)

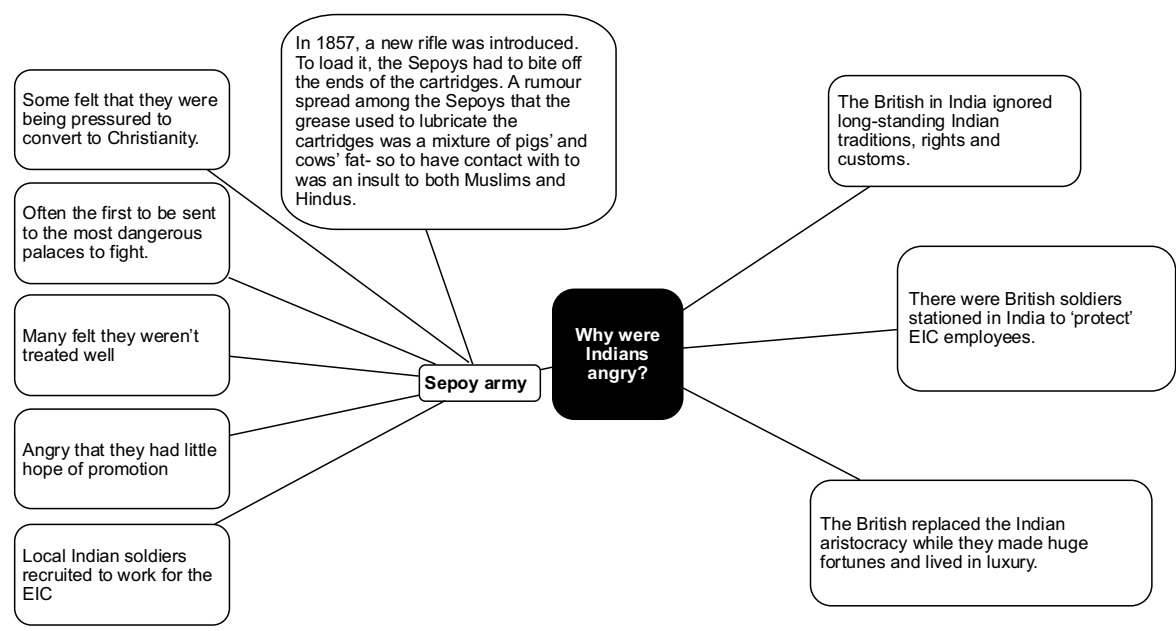
Industrial

Event	Detail
Decline of the EIC	<ul style="list-style-type: none"> <li>The EIC made huge profits in India but it was losing money elsewhere- mainly as a result of a decline in trade with America.</li> <li>The British government stepped in because it did not want this British company (that pays a fortune in taxes) to go bankrupt and lose control of large parts of India.</li> <li>1773: the government of India Act stated that both the British government and the EIC was in control of the territory of India jointly and Warren Hastings was appointed Governor General of India.</li> <li>After Britain lost the valuable American colonies in the late 1700s, the British government became increasingly involved in India and gradually took more control of the EIC's affair.</li> <li>By the mid-1850s, much of India was controlled by the British.</li> </ul>

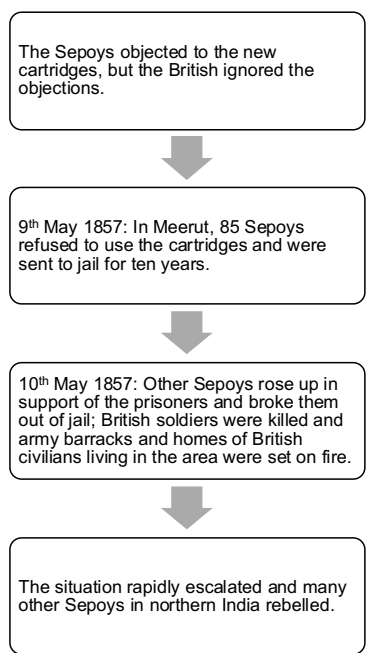
Key individual	Detail
Robert Clive	<ul style="list-style-type: none"> <li>Joined the EIC's army and proved himself to be an effective and ruthless leader.</li> <li>While governor of Bengal he won the Battle of Plassey in 1757 and oversaw the plunder of the region, making a personal fortune.</li> <li>He returned to India as Governor and Commander-in-Chief of Bengal in 1764-67.</li> <li>His greed and mismanagement increased the devastation of the 1700 Bengal famine, in which 10 million people died.</li> <li>Criticised by Parliament in 1722 for corruption.</li> </ul>
Warren Hastings	<ul style="list-style-type: none"> <li>First Governor of India (1773-85)</li> <li>Strengthened the British control in India, helping to establish India as part of the British Empire.</li> <li>Reorganised tax systems, tightened anti-corruption laws and dealt with thieving gangs.</li> <li>Faced accusations of corruption, mismanagement and poor military judgement from political rivals.</li> <li>Back in England, faced trial in 1787 over concerns about British standards in India.</li> <li>Je was found not guilty in 1795.</li> </ul>

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Indian discontent



Indian Rebellion



The events of 1857-58	
The main battles	Fought in Delhi, Cawnpore and Lucknow. The killing of 200 British women and children at Cawnpore (July 1857) outraged the British. This became known as the Bibighar massacre. Back in Britain, crowds cried for blood which led to the British retaliating against the local population.
The nature of the conflict	Both the British troops and Sepoys acted brutally and there were massacres on both sides. Soon after the massacre at Cawnpore, 70,000 fresh British troops were sent to India. The conflict continued for another year.
When did it end?	Peace was declared in the 8 <sup>th</sup> July 1858.

## Indian Rebellion- Aftermath

Industrial

### Aftermath

The rebellion shocked the British- politicians were taken aback by the ferocity of the conflict.

The British government took over responsibility for running India from the EIC

A new government department (the India Office) was set up, and run by a viceroy.

The British were more careful about how they governed- they tried to interfere less with religious matters, for example.

A limited number of Indians were allowed jobs in local government.

A new and professional middle-class of Indian citizens emerged, able to use English in addition to their own language and to learn about new technology and methods of organisation that the British were bringing.

In time, the Indian Universities Act created universities in Calcutta, Bombay and Madras.

### The event has several names:

- In Britain the events of 1857-58 were known as the 'Indian Mutiny' or 'Sepoy Rebellion'.
- In India the events are often referred to as the 'War of Independence' or 'Great Rebellion'

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## What did Britain change in India?

Industrial

Change	Details	Change	Details
Economic resources	<ul style="list-style-type: none"><li>• The British made fortunes from trading in India's raw materials such as tea, gemstones, silk and spices.</li><li>• Increased trade created jobs for Indians as well as the British in shipping, transportation and sales.</li><li>• The British introduced an irrigation programme in the Indian countryside, which increased land available for farming cash crops for the British to export.</li></ul>	Health	<ul style="list-style-type: none"><li>• The British introduced a vaccine and treatment programme to fight killer diseases such as malaria and smallpox and improved sewage systems and water supplies.</li><li>• Life expectancy increased.</li><li>• There were many devastating famines under British rule.</li><li>• Millions died.</li><li>• Many Indians blamed Britain for causing the famines by forcing Indian farmers to grow cash crops (cotton, tea and oil seeds) instead of food crops (rice and wheat) as the cash crops were taken to Britain and sold.</li></ul>
Factories	<ul style="list-style-type: none"><li>• Many areas in India became industrialised in the same way that British towns and cities were in the 1800s.</li><li>• Local Indians worked in factories and mills built and owned by British businessmen.</li><li>• British-made factory goods were sold in India.</li><li>• This led to the downfall of Indian made goods like Indian silk for cheaper/poorer quality British silk</li></ul>	Communication and transport	<ul style="list-style-type: none"><li>• The British built over 30,000km of railways and 130,000 bridges in India.</li><li>• This made it easier to export the raw materials out of India.</li><li>• Canals, roads, factories, mines and farms were also developed.</li><li>• £400 million was invested in the development of these areas by 1914; however, often the Indian people's taxes were used.</li><li>• These industries were then exploited by the British to make profits.</li></ul>
		Culture and society	<ul style="list-style-type: none"><li>• A legal system was created and based on the British system.</li><li>• High courts were set up in Madras, Calcutta and Bombay.</li><li>• Hindu and Muslim judges made sure Indian customs were remembered</li><li>• Thousands of schools and colleges were opened.</li><li>• Increased English language learning took place.</li></ul>

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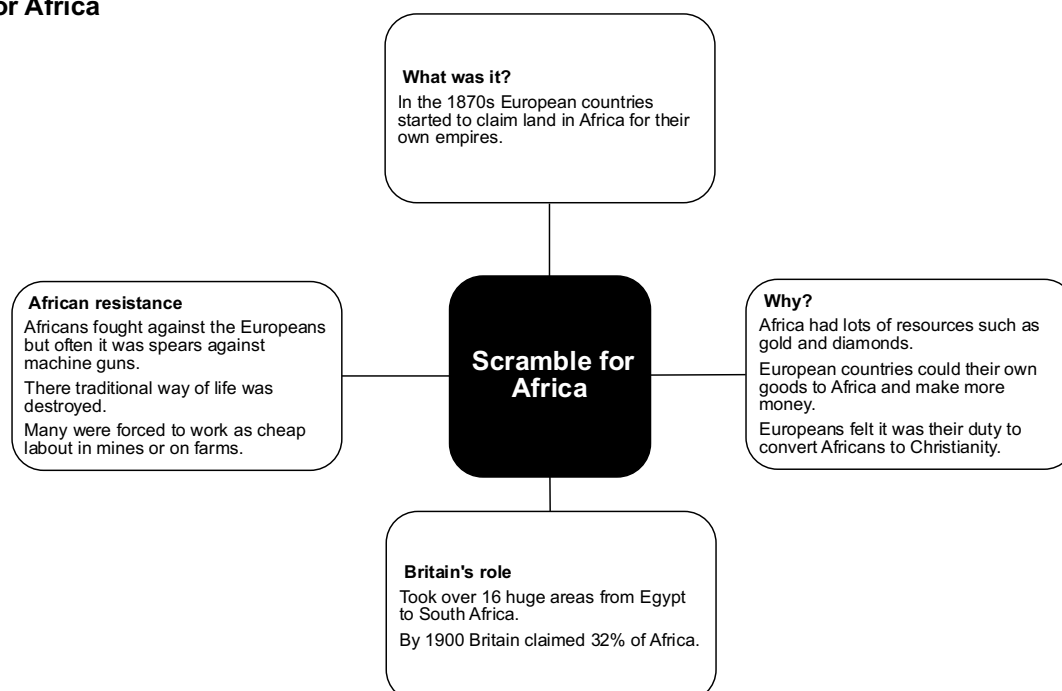
## Impact of Empire on Britain and India

Impact on India	Details
Infrastructure	<ul style="list-style-type: none"> <li>By 1900, the British had built thousands of kilometres of roads, as well as many schools, hospitals, factories and railways.</li> <li>The roads and the railways built by the British were used to make it easier for British traders to export/steal goods more quickly out of India.</li> </ul>
Customs and law	<ul style="list-style-type: none"> <li>By 1900, the British had built thousands of kilometres of roads, as well as many schools, hospitals, factories and railways.</li> <li>British customs were forced on the people and local traditions, culture and religions were ignored.</li> </ul>
Exploited	<ul style="list-style-type: none"> <li>Indian workers were often exploited, the country's raw material were taken back to Britain and native lands were seized.</li> </ul>

Impact on Britain	Details
Manufacturing	<ul style="list-style-type: none"> <li>Raw materials taken from India were converted into finished products in British factories and then sold back to countries in the British Empire, including India itself.</li> </ul>
Employment	<ul style="list-style-type: none"> <li>Many jobs were created due to the importing of raw materials from India: <ul style="list-style-type: none"> <li>dockworkers,</li> <li>factory workers</li> <li>shopkeepers</li> </ul> </li> </ul>
War	<ul style="list-style-type: none"> <li>The Indian army fought on Britain's side in both the First and Second World Wars.</li> </ul>
Tea	<ul style="list-style-type: none"> <li>Indian tea became a popular drink in Britain and Indian food became more and more common in people's homes.</li> </ul>
Language and architecture	<ul style="list-style-type: none"> <li>Indian words such as, bangle and shampoo became commonly used and building like the Royal Pavilion in Brighton were built in an Indian style</li> </ul>

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## Scramble for Africa



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## Scramble for Africa

Industrial

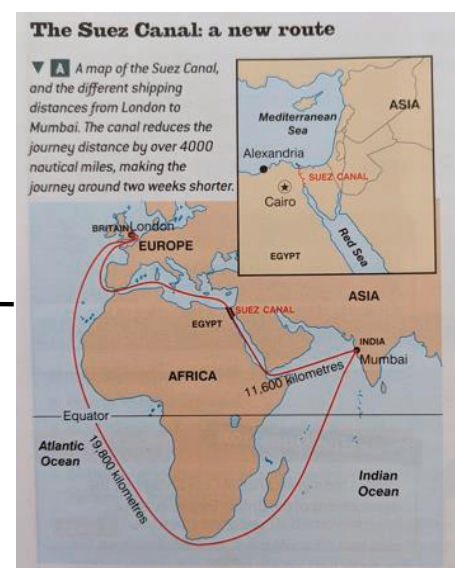
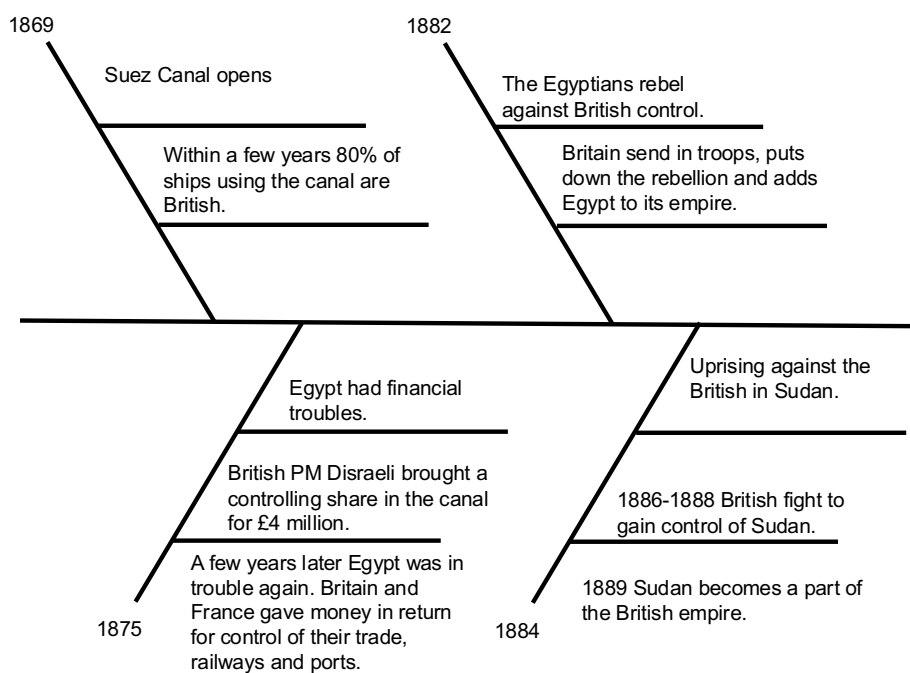
Cecil Rhodes – PM of the Cape Colony and set up a mining company. Believed Britain should extend its power in the World and believed that Europeans were superior to Africans (Social Darwinism).

Rhodes – good guy?	Rhodes – bad guy?
Brought lots of wealth to South Africa and Britain.	Started a war with the Boers in South Africa which led to many deaths
Made South Africa a more stable and developed place.	Introduced laws that forced black people from their homes and made it harder for them to vote.
Left money to fund university places overseas for students.	Believed in Social Darwinism – whites were superior to other races.
Gave the University of Cape Town lots of money and support.	
Was a man of his time – can we judge him by today's standards?	

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## Egypt

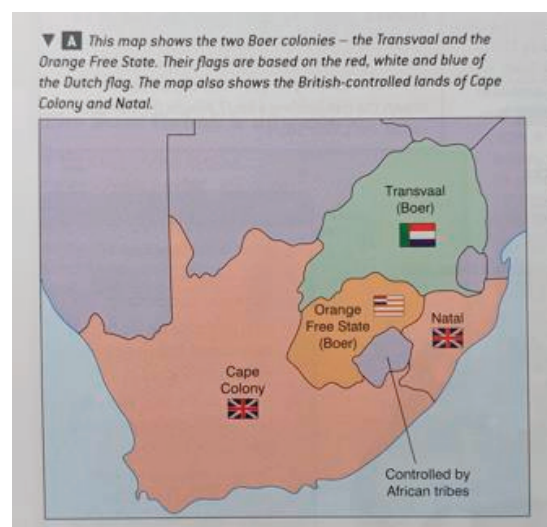
Industrial



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## Boer War

Date	Event	Detail
1867-1881	First Boer War	Diamonds are discovered in the Boer states. The Boers refuse to unite with the British. Britain tried to force them but is defeated.
1899-1902	Second Boer War	Gold is discovered in the Boer states. Britain send workers in to start mining and the Boers feel threatened – eventually war breaks out. The Boers are good fighters and use hit and run tactics against the British. They also have modern weapons supplied by Germany.
1900-1902	Britain fights back	Britain sent half a million troops to fight about 50,000 Boers. A scorched earth policy was used, Boers were rounded up and put in concentration camps.
1902	Peace	The Boers were forced to surrender.



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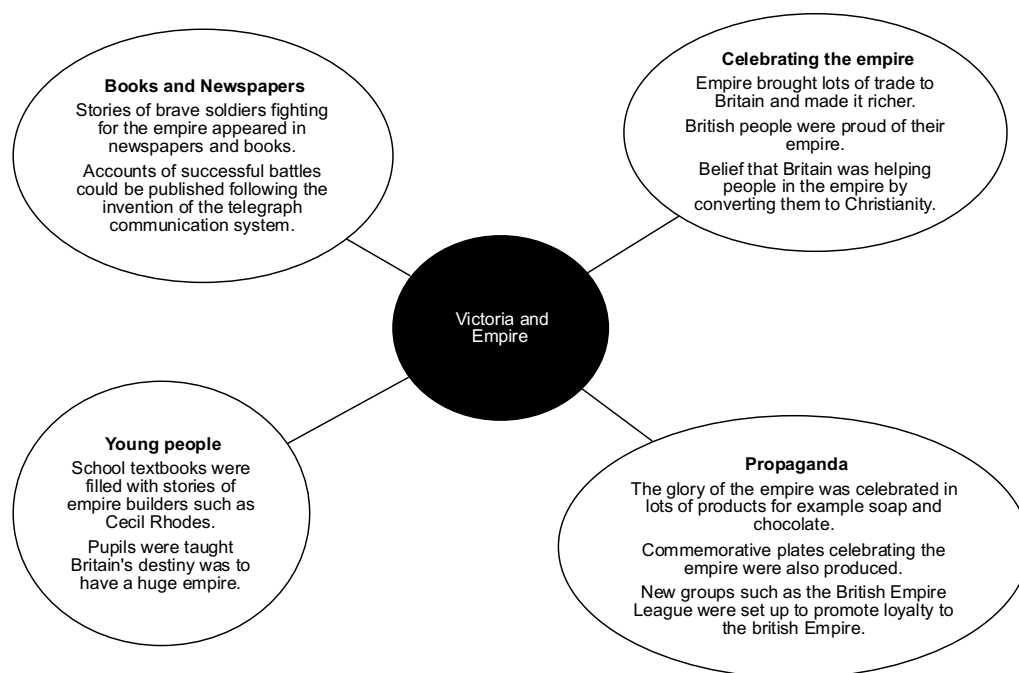
## Boer War

Short term Significance	Long term Significance
28,000 Boers died in the concentration camps.	War showed Britain was determined to defend its empire – something they showed again in the Falklands war.
Boer states became British colonies	In 1910 the Boer states joined Cape colony and Natal to form the Union of South Africa.
22,000 British soldiers died and 7000 Boers.	War showed the British how unfit their population was – this led to lots of welfare programmes being initiated e.g. school health checks and sickness pay.

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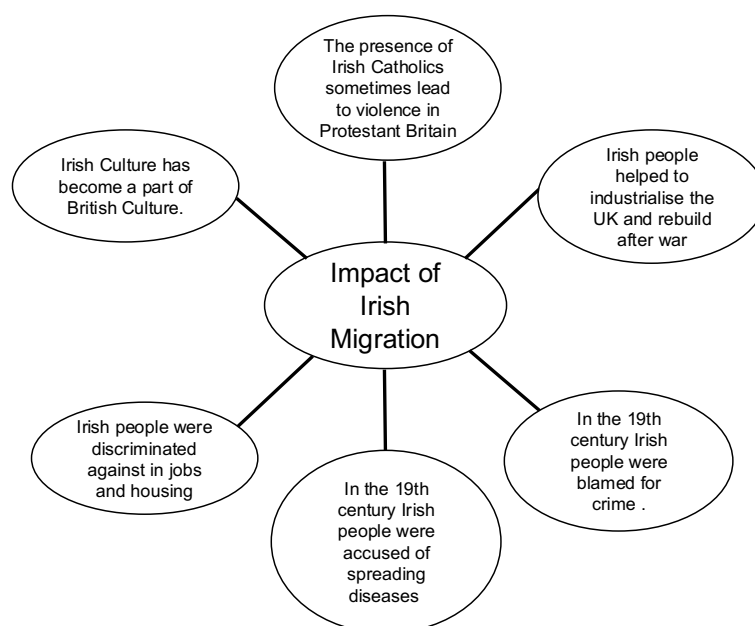
## Victoria and Empire



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## Irish Migration to Britain, 1800 to 1990

Reasons for Irish Migration	Details
Work	As Britain industrialised Irish people found work as navvies, building canals and railways, and also in cotton mills.
Famine	Between 1846 and 1849 potato blight ruined the Irish crop. Many Irish starved and so over a million Irish emigrated.
Poverty	In some parts of Ireland suffered poverty. People emigrated to try to gain a better life.



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## Jewish migration to Britain

### Early Migration

Jews were banned from Britain until the 1650s. By 1690 Britain had a small Jewish population that began to grow slowly and to adopt a British lifestyle.

### 19th Century Jewish Migration

Jewish migration to Britain increased in the late 19th Century as a result of persecution of Jews in Eastern Europe, particularly in Russia.

## Jewish Migration to Britain

### Impact of Jewish Migration

In the 19th Century Britain's Jewish population often worked in clothing, shoe and furniture making. These were often carried out in "sweatshops". Some of Britain's largest companies were set up by Jewish migrants, for example Marks and Spencer, and TESCO.

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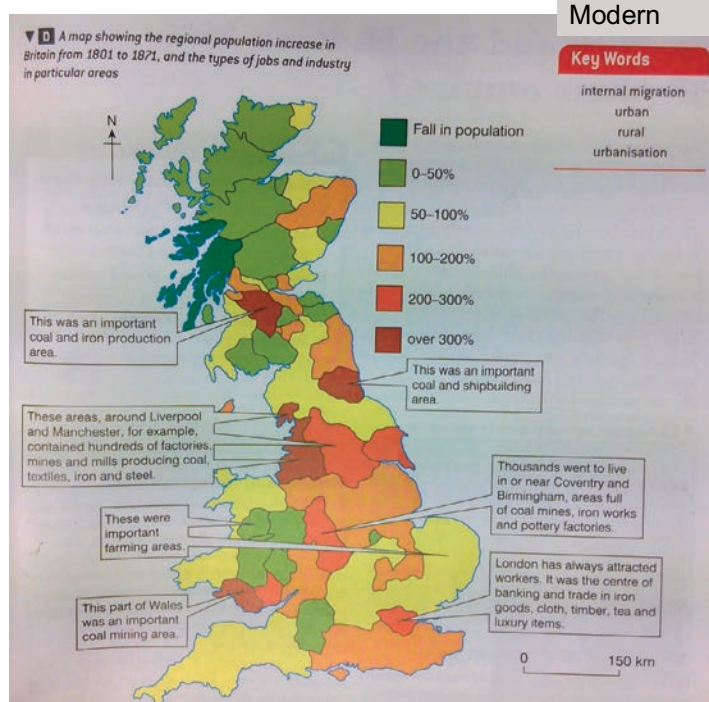
## 19th Century Migration

**Emigration – 22 million left Britain between 1815 and 1914 to create a new and better life for themselves in North America, South Africa, Australia and New Zealand.**

**Immigration –** many people moved from Ireland to Britain in search of work in urban areas. In some northwestern cities 15% of the population were of Irish origin.

**Internal migration –** in 1750 80% of Britain's population lived in rural areas and worked in agriculture. By 1901 75% of British people lived in urban areas, in particular London and the industrial areas of the North and Midlands.

Urbanisation happened because Britain became an industrial society and industries were based in towns and cities.



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## The Loss of the British Empire

### Causes

1. Impact of War – both World Wars left the UK with massive debt. Running an empire was expensive.
2. After World War 2 the USA and USSR were the major powers, not the UK.
3. After World War 2 trade with the USA and Europe became more important than trade with the Empire.
4. Many in the colonies felt that they had fought against Nazi Germany to defend freedom but did not have it themselves. They began to demand their own freedom from the UK.
5. As education improved in the Empire more people began to question British rule.
6. Nationalist in colonies wanted to revive old traditions and culture.
7. After 1900 the UK began to grant self rule to colonies where many white people had settled. Other colonies began to demand self rule too.

### Case Studies

**1. Indian independence 1947** – the Indian National Congress began to campaign for Indian independence in 1885.

By the 1920s Congress had a lot of support under its leader Gandhi. India's Muslim population also had a campaign called the Muslim League.

In 1947 British India gained independence and was partitioned into India with a Hindu majority population, and Pakistan with a Muslim majority population.

**2. The Suez Crisis 1956** – Britain and France invaded the Suez Canal area of Egypt when the Egyptian government took control of the canal.

The USA and UN condemned Britain and France.

The USA took financial action against the UK and British troops were forced to leave Egypt.

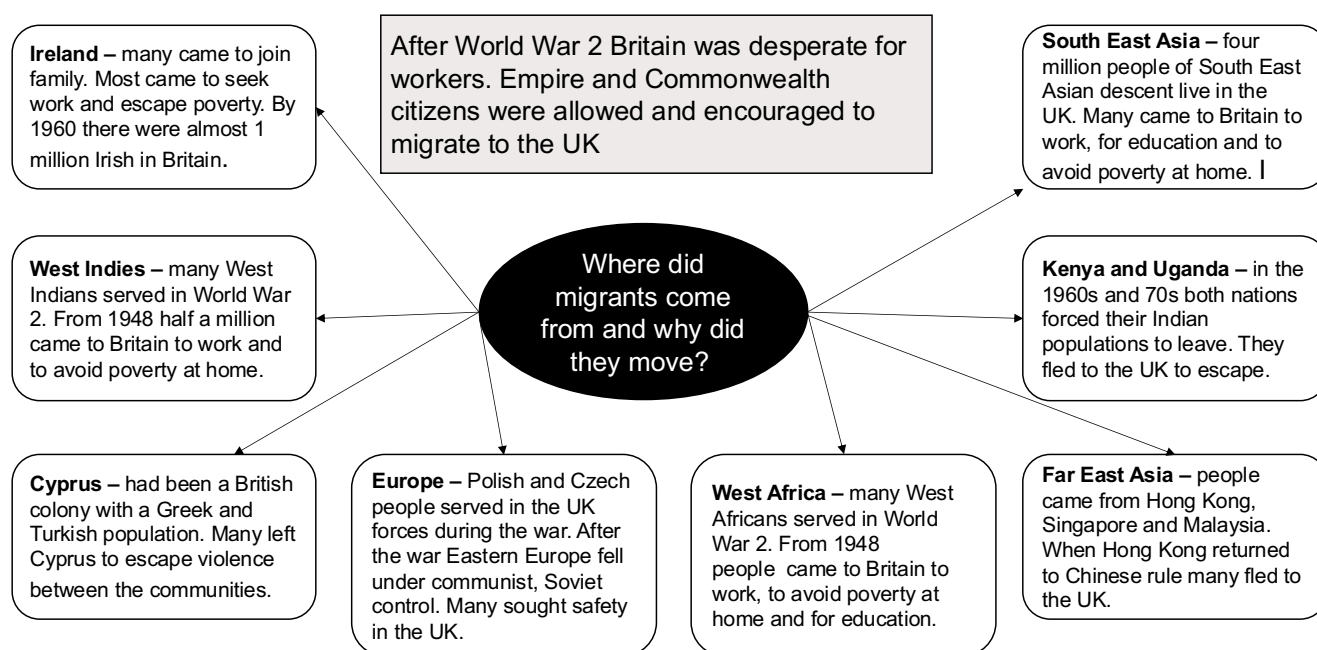
**3. Ghanaian Independence 1957** – In the 1920s an organisation called the National Congress of British West Africa had formed to campaign for the independence of the Gold Coast colony. Congress' leader, Nkrumah became Prime Minister of Gold Coast after elections in 1951 and 1956. Gold Coast became independent as Ghana in 1957.

**4. Kenyan independence 1963** – In the 1940s groups were formed to campaign for Kenyan independence including the Kenya Africa Union, lead by Jomo Kenyatta.

In the 1950s the Mau Mau rebellion broke out and white settlers and their farms were attacked. Many whites left Kenya. Kenya gained independence in 1963 and Kenyatta became Prime Minister, then President the following year.

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## Migration after World War 2.



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## Windrush

Windrush is a term used to describe the movement of people from the Caribbean to the UK between 1948 and 1962. The name comes from the first ship to bring migrants from the region, the "Empire Windrush"

**Reasons for Migration** - many men had served in the UK armed forces during World War 2. They knew they were likely to get a richer quality of life in the UK than at home. In school West Indians had been taught to think of the UK as the "Mother Country" and to think of themselves as British. Britain was desperately short of workers and the British government encouraged people to migrate to the UK.

**Impact** - as the Empire Windrush approached Britain newspapers began to talk about a colour problem heading towards Britain. Some politicians spoke and demanded that the ship was stopped and returned to the Caribbean.

By 1960 40,000 Caribbean migrants were arriving in Britain every year. Many Caribbean migrants suffered discrimination in employment and housing.

In 1958 the Caribbean community was attacked during the Notting Hill riots.

In 1962 the Immigration Act was passed to limit the number of people arriving in Britain from the Caribbean, Africa and Asia.

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## The Falklands War

### The Falkland Islands

The Falklands are a series of islands 300 miles off the coast of South America. The UK took control of the islands in 1833 and a small population of settlers have lived there ever since.

The islands had been claimed by Spain in 1765. Argentina claimed the Islands after gaining independence from Spain.

### The Falklands War 1982

In April 1982 Argentina's military dictator organised the invasion of the Islands.

Britain organised a military task force to regain the islands. By June 1982, the Argentine army had surrendered, and the UK was back in control of the islands.

### The impact of the Falklands war.

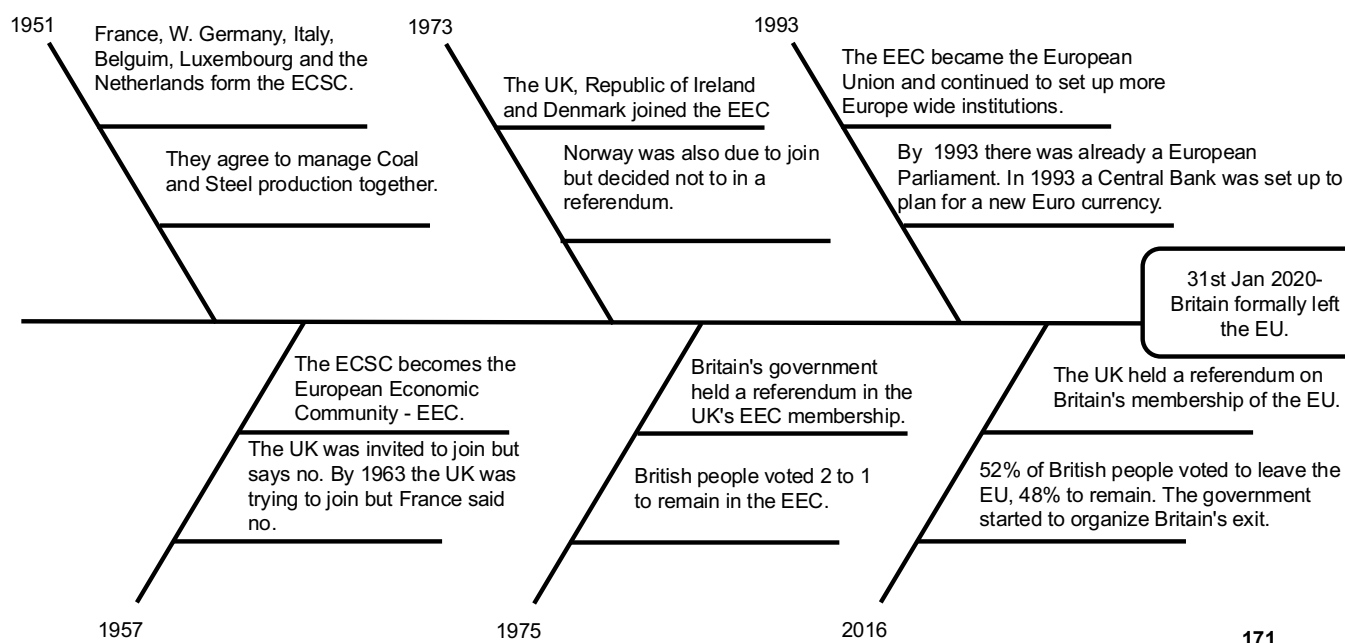
Argentina still claims the islands (Ilas Malvinas), but they remain under British rule.

255 British and 750 Argentine soldiers lost their lives.

The war had a lot of support in the UK as the Falkland Islanders are British. Britain's military was shown to be very effective in the campaign.

Britain retains a strong military presence in the area.

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## Migration in Europe

Freedom of Movement in the EU	Impact of Migration	Migration from outside the EU	Net Migration
<ul style="list-style-type: none"> <li>Europeans have been allowed to move between EU (EEC) nations from 1968 onwards</li> <li>As the EU expanded this right was given to people of new member nations.</li> <li>By the 1970s approximately 20,000 people came to Britain from the EU each year. Between 2004 and 2006 600,000 came.</li> </ul>	<ul style="list-style-type: none"> <li>After 2004 the largest group of EU migrants to Britain were from Poland.</li> <li>Many were young, hard working and helped to tackle labour shortages in the UK.</li> <li>They helped the UK economy to develop but some people felt that the increased numbers put a strain on services in the UK.</li> </ul>	<ul style="list-style-type: none"> <li>The UK has a shortage of workers in some areas. Migrants are able to get visas to work if they have skills the UK needs</li> <li>Migrants have come to the UK from nations like the Philippines to work in the NHS due to staff shortages.</li> <li>Many come to the UK for a short while to study at British Universities.</li> </ul>	<ul style="list-style-type: none"> <li>Net migration is the difference between the number of immigrants and emigrants.</li> <li>Between 1945 and 2004 Britain had net emigration with more people leaving the UK.</li> <li>Since 2004 the UK has had net immigration.</li> <li>Germany, Spain, the USA and Australia have large numbers of UK migrants.</li> </ul>

# GCSE History

## Assessment question structures

4 marks = 5 minutes = 1 paragraph

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## PEEL- How to explain

<b>Point</b> What is your opinion?	<b>Evidence</b> Which examples link to your opinion?	<b>Explain</b> What does your evidence show?	<b>Link</b> How does your opinion link or compare to others?
<ul style="list-style-type: none"><li>• I think...</li><li>• One way...</li><li>• A consequence was...</li><li>• The importance of...</li><li>• The main cause was...</li></ul>	<ul style="list-style-type: none"><li>• For example...</li><li>• This can be seen through</li><li>• This is demonstrated by....</li><li>• A prime example of this is...</li><li>• We can see evidence of this when we look at the...</li><li>• This is reflected in...</li><li>• This links to the fact...</li></ul>	<ul style="list-style-type: none"><li>• This shows us that...</li><li>• This demonstrates how...</li><li>• From this we can assume that...</li><li>• This is significant because...</li><li>• This embodies/ epitomises/reflects the importance of...</li><li>• As a result of this...</li><li>• If this did not happen then...</li><li>• Therefore, this shows...</li><li>• This suggests...</li></ul>	<p>In contrast...</p> <ul style="list-style-type: none"><li>• Although this was important, it was less important than... because...</li><li>• However...</li><li>• Alternatively...</li><li>• Even though...</li><li>• This links to...</li></ul>

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## Germany Q1

DO NOT USE  
PROVENANCE

### How do Interpretations...differ about...? 4 marks)

LEVEL 1	<ul style="list-style-type: none"> <li>Identified features of the interpretations</li> </ul>	1-2 marks
LEVEL 2	<ul style="list-style-type: none"> <li>Explained the differences using the interpretations in your answer.</li> <li>Explained how far the interpretations are different.</li> <li>Linked to the focus (tail end) of the question</li> </ul>	3-4 marks

Make TEA

• When analysing the differences between interpretations make TEA:

- **Tone-** positive/negative/critical/supportive etc.
- **Example-** pick out keywords or phrases which helped you to work out the tone.
- **Analysis-** what is the deeper meaning behind the interpretation? What does it suggest about the focus of the question?

Sentence starters

- **Tone:** The tone of Interpretation A is...
- **Example:** This is shown when it says...
- **Analysis:** This suggests/means...

Compare

- Make sure you compare the interpretations.
- Use contrasting connectives such as: however, contrastingly, on the other hand.

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## Germany Q2

ONLY USE PROVENANCE

### Why do the authors of Interpretations...differ about...? 4 marks)

LEVEL 1	<ul style="list-style-type: none"> <li>Identified reasons for differences in the interpretation</li> </ul>	1-2 marks
LEVEL 2	<ul style="list-style-type: none"> <li>Explained why these reasons will make the interpretations different.</li> <li>Supporting with relevant own knowledge</li> </ul>	3-4 marks

TAP

• When analysing the differences between the provenances of the interpretations TAP:

- **Time-** What was going on at the time?
- **Author-** What were their beliefs/background?
- **Purpose-** Why was the source created?
- How did the above impact on the author's view?

Sentence starters

- **Time:** When the author wrote this...This would mean...
- **Author:** The author believed...This would lead them to... The author's background was...This would mean they...
- **Purpose:** The purpose of the interpretation was to...Therefore, this would mean...

Compare

- Make sure you compare the authors of the interpretations.
- Use contrasting connectives such as: however, contrastingly, on the other hand.

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## Germany Q3

## ACCURATE

DO NOT USE  
PROVENANCE

Which interpretation is more convincing about...(8 marks)

LEVEL 1 Basic	<ul style="list-style-type: none"> <li>Described the interpretation(s)</li> <li>Given no own knowledge.</li> </ul>	1-2 marks
LEVEL 2 Simple	<ul style="list-style-type: none"> <li>Identified parts of the interpretation(s) and linked it to simple own knowledge about the TAIL END.</li> <li>Explained ONE point from the interpretation(s) and linked it to specific own knowledge</li> </ul>	3-4 marks
LEVEL 3 Developed	<ul style="list-style-type: none"> <li>Explained BOTH interpretations.</li> <li>Linked it to specific own knowledge.</li> </ul>	5-6 marks
LEVEL 4 Complex	<ul style="list-style-type: none"> <li>Given a complex evaluation.</li> <li>Used high levels of own knowledge about the TAIL END to link the interpretations.</li> <li>Judgement about which is more convincing and why.</li> </ul>	7-8 marks

Paragraph  
h 1

- Summarise one of the interpretations in a sentence linking to the TAIL END of the question then link to your own knowledge.
- Point-** The interpretation suggests...
- Evidence-** This links to the fact...
- Explain-** Therefore this shows...

Paragraph  
h 2

- Summarise the other interpretation in a sentence linking to the TAIL END of the question then link to your own knowledge.
- Point-** The interpretation also suggests...
- Evidence-** This links to the fact...
- Explain-** Therefore this shows...

How to get  
to level 4

- Make a judgement about which interpretation is more convincing.
- Think about how typical the views presented in the interpretations are.

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## Germany Q4

## EXPLAIN

Describe two...? 4 marks)

LEVEL 1	<ul style="list-style-type: none"> <li>Knowledge given about the issue in the question.</li> </ul>	1-2 marks
LEVEL 2	<ul style="list-style-type: none"> <li>Explained 2 reasons WHY.</li> <li>Used detailed own knowledge.</li> <li>Linked your points to the focus (tail end) of the question</li> </ul>	3-4 marks

How to  
explain

- Point-** One way...
- Evidence-** An example of this was...
- Explain-** This led to...

Ensure you  
make 2  
points

- Point-** Another way...
- Evidence-** An example of this was...
- Explain-** This led to...

How to get  
into level 2

- Don't just describe what happened
- Explain why the solutions or problems helped or caused issues.
- Make sure you have 2 explained points.

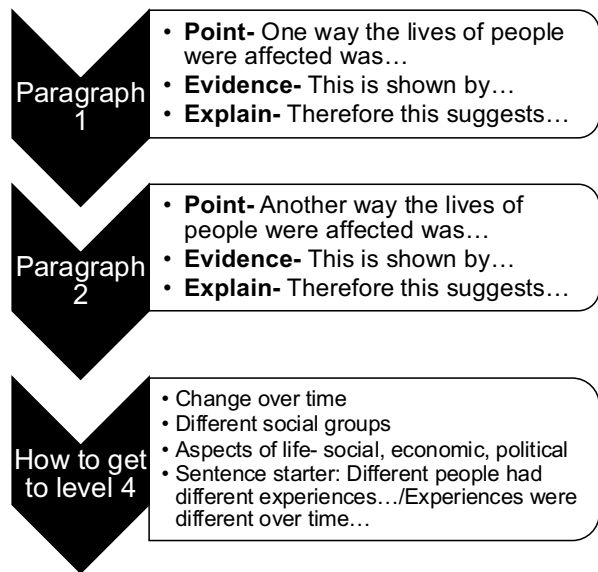
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## Germany Q5

### In what ways...(8 marks)

LEVEL 1 Basic	<ul style="list-style-type: none"> <li>Identified/described changes</li> <li>Not supported your comments/facts</li> </ul>	1-2 marks
LEVEL 2 Simple	<ul style="list-style-type: none"> <li>Explained ONE change</li> <li>Started to support it with own knowledge</li> </ul>	3-4 marks
LEVEL 3 Developed	<ul style="list-style-type: none"> <li>Explained TWO changes</li> <li>Supported with specific own knowledge</li> </ul>	5-6 marks
LEVEL 4 Complex	<ul style="list-style-type: none"> <li>Explained TWO changed</li> <li>Supported with specific own knowledge</li> <li>Shown an awareness of change over time or the experiences of different social groups or aspects of life (social, economic, political etc.)</li> </ul>	7-8 marks

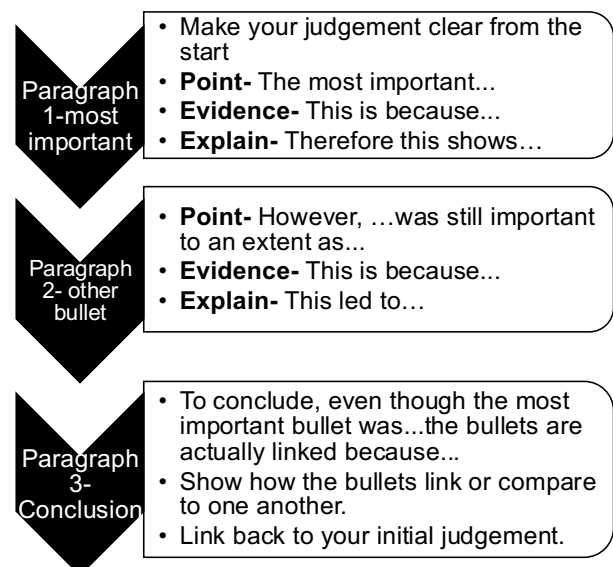


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## Germany Q6

### Bullet point question: Which was the more important...(12 marks)

LEVEL 1 Basic	<ul style="list-style-type: none"> <li>Basic explanation of one or both bullets given</li> </ul>	1-3 marks
LEVEL 2 Simple	<ul style="list-style-type: none"> <li>Simple explanation of one or both bullets given</li> <li>Explained the cause or consequence of the bullet with limited knowledge</li> </ul>	4-6 marks
LEVEL 3 Developed	<ul style="list-style-type: none"> <li>Developed explanation of BOTH bullets given</li> <li>Explained the cause or consequence of the bullet with specific knowledge</li> </ul>	7-9 marks
LEVEL 4 Complex	<ul style="list-style-type: none"> <li>Complex explanation of BOTH bullets given</li> <li>Explained the cause or consequence of the bullet with a range of specific knowledge</li> <li>Shown the links/connections/interaction between the bullets</li> </ul>	10-12 marks

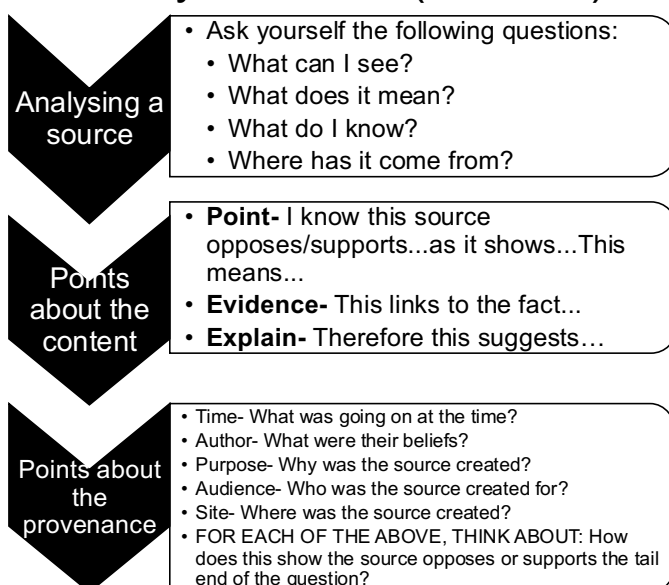


180

## Conflict and Tension Q1

This source opposes/supports... How do you know? (4 marks)

LEVEL 1	<ul style="list-style-type: none"> <li>Identified features within the source.</li> </ul>	1-2 marks
LEVEL 2	<ul style="list-style-type: none"> <li>Explained ONE/ TWO ways the source opposes/supports the TAIL END</li> <li>Supported points with contextual knowledge OR details from the provenance.</li> </ul>	3-4 marks

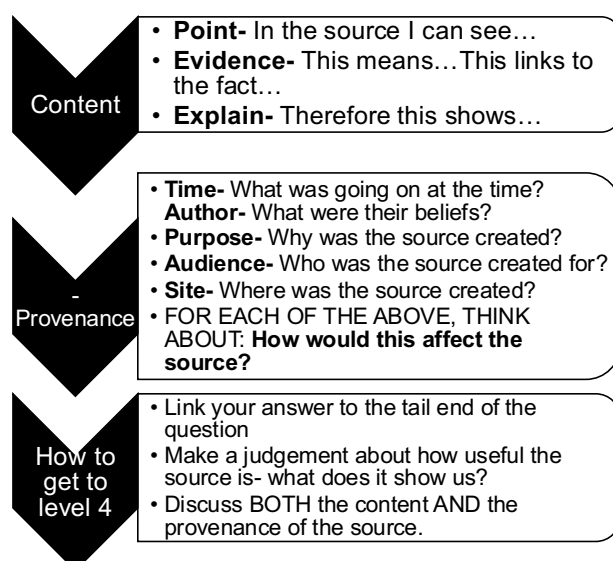


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## Conflict and Tension Q2

How useful are Sources...about... ..(12 marks)

LEVEL 1 Basic	<ul style="list-style-type: none"> <li>Features identified within the source(s).</li> </ul>	1-3 marks
LEVEL 2 Simple	<ul style="list-style-type: none"> <li>Simple comments on how useful one/both sources are.</li> </ul>	4-6 marks
LEVEL 3 Developed	<ul style="list-style-type: none"> <li>Developed comments given, supported with relevant knowledge</li> <li>BOTH sources analysed either using content OR provenance</li> </ul>	7-9 marks
LEVEL 4 Complex	<ul style="list-style-type: none"> <li>Developed comments given, supported with relevant knowledge</li> <li>BOTH sources analysed either using content AND provenance</li> </ul>	10-12 marks



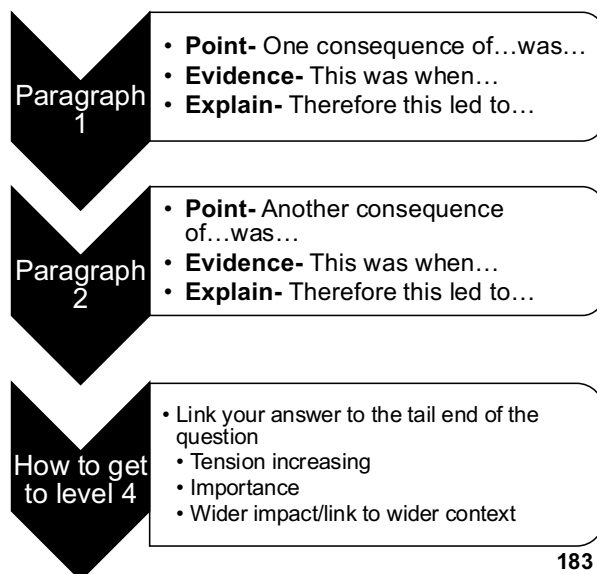
182

## Conflict and Tension Q3

### EXPLAIN

## Write an account of...(8 marks)

LEVEL 1 Basic	<ul style="list-style-type: none"> <li>Identified/described parts of the event.</li> </ul>	1-2 marks
LEVEL 2 Simple	<ul style="list-style-type: none"> <li>Simple statements about the CONSEQUENCES of the event Supported with a little own knowledge.</li> </ul>	3-4 marks
LEVEL 3 Developed	<ul style="list-style-type: none"> <li>Explained 1 CONSEQUENCE of the event</li> <li>Used specific own knowledge Linking to the tail end of the question</li> </ul>	5-6 marks
LEVEL 4 Complex	<ul style="list-style-type: none"> <li>Explained in detail at least 2 CONSEQUENCES of the event</li> <li>Used high levels of own knowledge to evidence your points</li> </ul>	7-8 marks

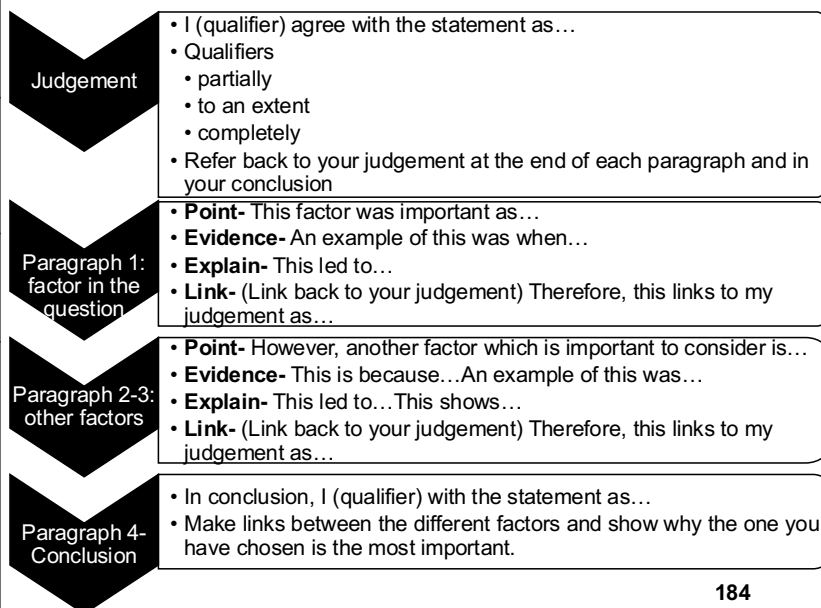


183

## Conflict and Tension Q4

## Statement question: 'Statement' How far do you agree?(16 marks)

LEVEL 1 Basic	<ul style="list-style-type: none"> <li>Basic, unsupported statements given.</li> <li>Very little relevant knowledge.</li> </ul>	1-4 marks
LEVEL 2 Simple	<ul style="list-style-type: none"> <li>Simple comments given about the factor in the question or another factor.</li> <li>Some knowledge used to try and explain.</li> </ul>	5-8 marks
LEVEL 3 Developed	<ul style="list-style-type: none"> <li>Factor in the question explained, along with ONE other.</li> <li>Specific knowledge used.</li> </ul>	9-12 marks
LEVEL 4 Complex	<ul style="list-style-type: none"> <li>Factor in the question along with AT LEAST ONE other explained.</li> <li>A detailed conclusion reached</li> <li>links between factors shown.</li> <li>Range of specific knowledge used.</li> </ul>	13-16 marks



184

ACCURATE

## How convincing is Interpretation...(8 marks)

DO NOT USE PROVENANCE

LEVEL 1 Basic	<ul style="list-style-type: none"> <li>Described the interpretation</li> <li>Given no own knowledge.</li> </ul>	1-2 marks
LEVEL 2 Simple	<ul style="list-style-type: none"> <li>Identified parts of the interpretation and linked it to simple own knowledge about the TAIL END.</li> <li>Explained ONE point from the interpretation and linked it to specific own knowledge</li> </ul>	3-4 marks
LEVEL 3 Developed	<ul style="list-style-type: none"> <li>Explained TWO points from the interpretation</li> <li>Linked it to specific own knowledge.</li> </ul>	5-6 marks
LEVEL 4 Complex	<ul style="list-style-type: none"> <li>Given a complex evaluation.</li> <li>Used high levels of own knowledge about the TAIL END to link the interpretation to the WIDER HISTORICAL CONTEXT (e.g. change over time/different groups...)</li> </ul>	7-8 marks

Paragraph  
h 1

- Summarise **one point** the interpretation makes about the TAIL END of the question then link to your own knowledge
- Point-** The interpretation suggests...
- Evidence-** This links to the fact...
- Explain-** Therefore this shows...

Paragraph  
h 2

- Summarise **another point** the interpretation makes about the TAIL END of the question then link to your own knowledge
- Point-** The interpretation also suggests...
- Evidence-** This links to the fact...
- Explain-** Therefore this shows...

How to get  
to level 4

- Link to the wider historical context- what else was going on which links to the interpretation?

185

## Explain the importance of...(8 marks)

LEVEL 1 Basic	<ul style="list-style-type: none"> <li>Given statements that identify the consequences about the TAIL END.</li> </ul>	1-2 marks
LEVEL 2 Simple	<ul style="list-style-type: none"> <li>Explained at least one consequence about the TAIL END.</li> <li>Simple own knowledge used.</li> </ul>	3-4 marks
LEVEL 3 Developed	<ul style="list-style-type: none"> <li>Explained TWO or more consequences about the TAIL END.</li> <li>Specific own knowledge used.</li> </ul>	5-6 marks
LEVEL 4 Complex	<ul style="list-style-type: none"> <li>Explained TWO or more consequences about the TAIL END</li> <li>A range of specific own knowledge used.</li> <li>Explained what it meant/showed about the WIDER HISTORICAL CONTEXT.</li> </ul>	7-8 marks

Paragraph  
1

- Point-** One consequence of...was...
- Evidence-** This is shown by the fact...
- Explain-** This caused/led to...

Paragraph  
2

- Point-** A further consequence of...was...
- Evidence-** This is shown by the fact...
- Explain-** This caused/led to...

How to get  
to level 4

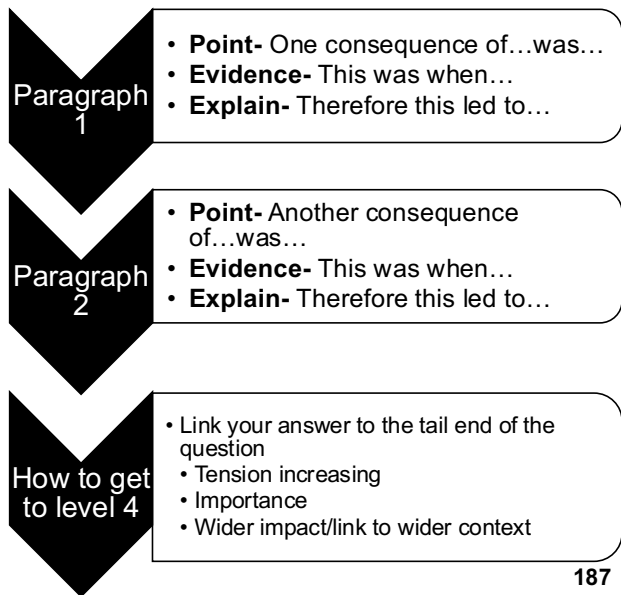
- Link to the wider historical context- what else was going on which links to the interpretation?

186

## EXPLAIN

## Write an account of...(8 marks)

LEVEL 1 Basic	<ul style="list-style-type: none"> <li>Identified/described parts of the event.</li> </ul>	1-2 marks
LEVEL 2 Simple	<ul style="list-style-type: none"> <li>Simple statements about the CONSEQUENCES of the event Supported with a little own knowledge.</li> </ul>	3-4 marks
LEVEL 3 Developed	<ul style="list-style-type: none"> <li>Explained 1 CONSEQUENCE of the event</li> <li>Used specific own knowledge Linking to the tail end of the question</li> </ul>	5-6 marks
LEVEL 4 Complex	<ul style="list-style-type: none"> <li>Explained in detail at least 2 CONSEQUENCES of the event</li> <li>Used high levels of own knowledge to evidence your points</li> </ul>	7-8 marks

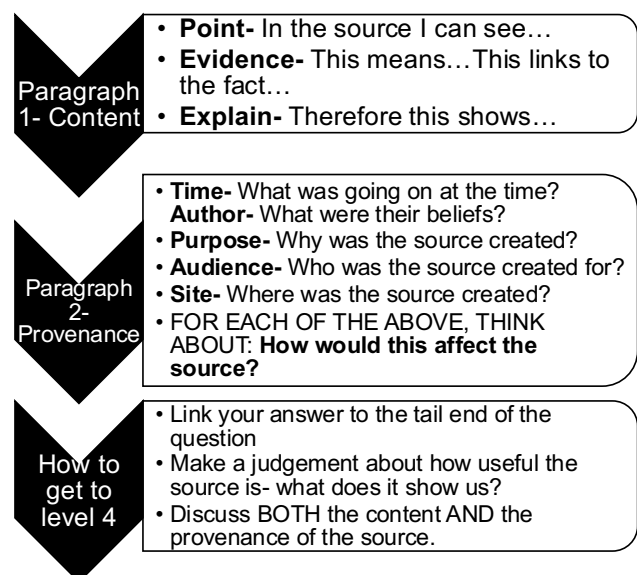


187

## Migration Q1

## How useful is Source...to an historian studying...(8 marks)

LEVEL 1 Basic	<ul style="list-style-type: none"> <li>Described the source</li> <li>No supporting detail/facts</li> </ul>	1-2 marks
LEVEL 2 Simple	<ul style="list-style-type: none"> <li>Evaluated the source using content OR provenance</li> <li>Supported with own knowledge</li> </ul>	3-4 marks
LEVEL 3 Developed	<ul style="list-style-type: none"> <li>Evaluated the source using content AND provenance</li> <li>Supported with specific own knowledge</li> </ul>	5-6 marks
LEVEL 4 Complex	<ul style="list-style-type: none"> <li>Evaluated the source using content AND provenance, reaching a sustained judgement on utility</li> <li>Supported with a range of specific and relevant own knowledge</li> </ul>	7-8 marks

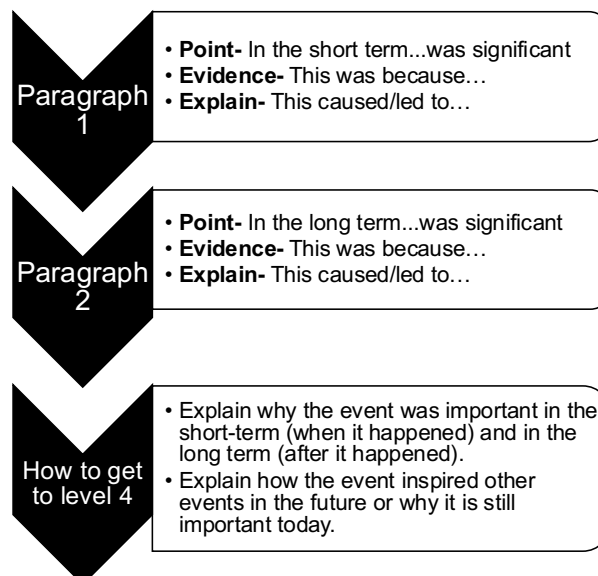


188

## Migration Q2

### Explain the significance of...(8 marks)

LEVEL 1 Basic	<ul style="list-style-type: none"> <li>Made basic statements or assertions</li> </ul>	1-2 marks
LEVEL 2 Simple	<ul style="list-style-type: none"> <li>Explained, simply, one aspect of significance.</li> <li>Simple own knowledge used.</li> </ul>	3-4 marks
LEVEL 3 Developed	<ul style="list-style-type: none"> <li>Explained two aspects of significance</li> <li>Specific own knowledge used.</li> </ul>	5-6 marks
LEVEL 4 Complex	<ul style="list-style-type: none"> <li>Explained two aspects of significance - both the long term and short-term significance and can explain its legacy</li> <li>A range of specific own knowledge used.</li> </ul>	7-8 marks

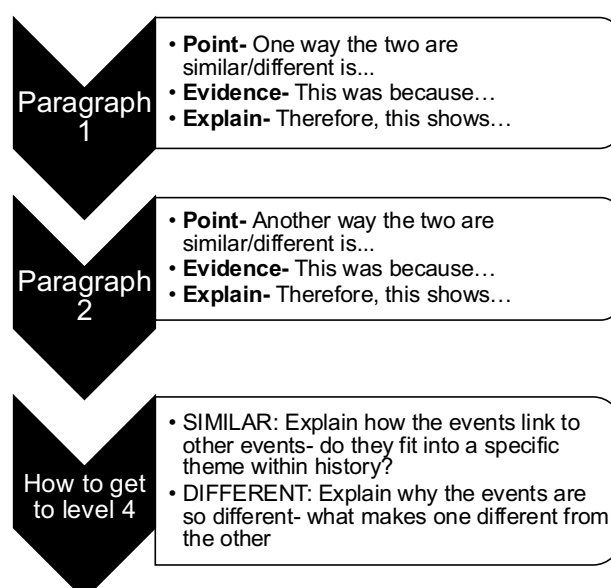


189

## Migration Q3

### Explain two ways...and...were similar/different (8 marks)

LEVEL 1 Basic	<ul style="list-style-type: none"> <li>Identified the similarities/differences between the 2 aspects mentioned in the question</li> </ul>	1-2 marks
LEVEL 2 Simple	<ul style="list-style-type: none"> <li>Identified the similarities/differences</li> <li>Supported with some own knowledge about the 2 aspects mentioned in the question</li> </ul>	3-4 marks
LEVEL 3 Developed	<ul style="list-style-type: none"> <li>Explained TWO or MORE similarities/differences</li> <li>Supported with specific own knowledge about the 2 aspects mentioned in the question</li> </ul>	5-6 marks
LEVEL 4 Complex	<ul style="list-style-type: none"> <li>Explained TWO or MORE similarities/differences</li> <li>Supported with a range of specific own knowledge about the 2 aspects mentioned in the question</li> <li>Placed them into the broader historical context</li> </ul>	7-8 marks



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## Migration Q4

### Thematic- Has...been the main cause of... (16 marks)

Time Period	Details
1170 -1500	Medieval
1500 – 1750	Renaissance
1750 –1900	Industrial
1900 +	Modern

LEVEL 1 Basic	<ul style="list-style-type: none"> <li>Basic, unsupported statements given.</li> <li>Very little relevant knowledge.</li> </ul>	1-4 marks
LEVEL 2 Simple	<ul style="list-style-type: none"> <li>Simple comments given about the factor in the question or another factor.</li> <li>Some knowledge used to try and explain.</li> </ul>	5-8 marks
LEVEL 3 Developed	<ul style="list-style-type: none"> <li>Factor in the question explained, along with ONE other.</li> <li>Specific knowledge used.</li> </ul>	9-12 marks
LEVEL 4 Complex	<ul style="list-style-type: none"> <li>Factor in the question along with AT LEAST ONE other explained.</li> <li>A detailed conclusion reached</li> <li>links between factors shown.</li> <li>Range of specific knowledge used.</li> <li>3 out of the 4 time periods covered</li> </ul>	13-16 marks

#### Judgement

- Make your judgement clear from the beginning- this should be the first sentence you write.
- You need to explain how far you agree with what the question has said is the most important factor.
- Refer back to your judgement at the end of each paragraph and in your conclusion

#### Paragraph 1: factor in the question

- Point- This factor was important as...
- Evidence- An example of this was when...
- Explain- This led to...
- Link- (Link back to your judgement) Therefore, this links to my judgement as...

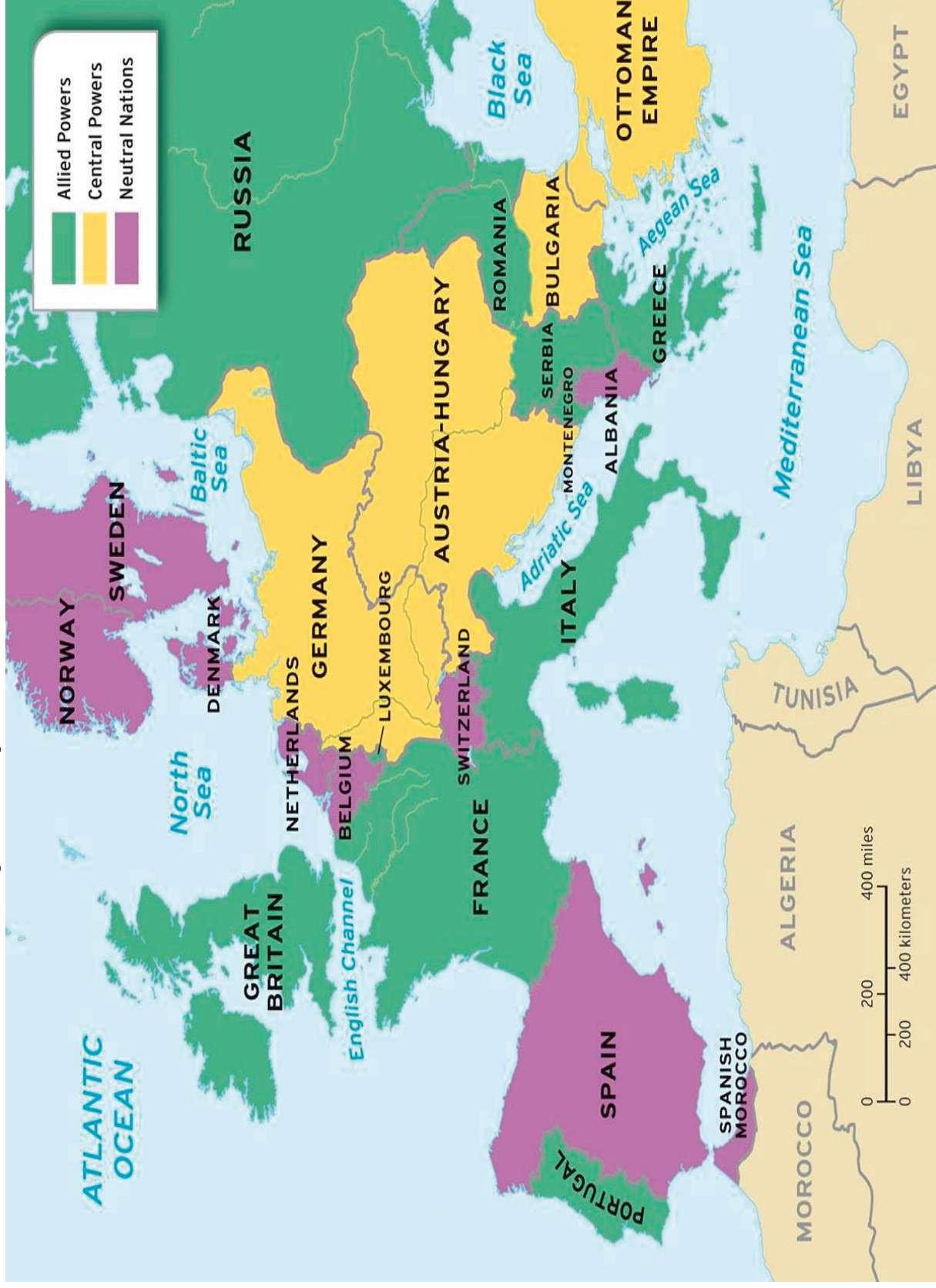
#### Paragraph 2- 3: other factors

- Point- However, another factor which is important to consider is...
- Evidence- This is because...An example of this was...
- Explain- This led to...This shows...
- Link- (Link back to your judgement) Therefore, this links to my judgement as...

#### Paragraph 4- Conclusion

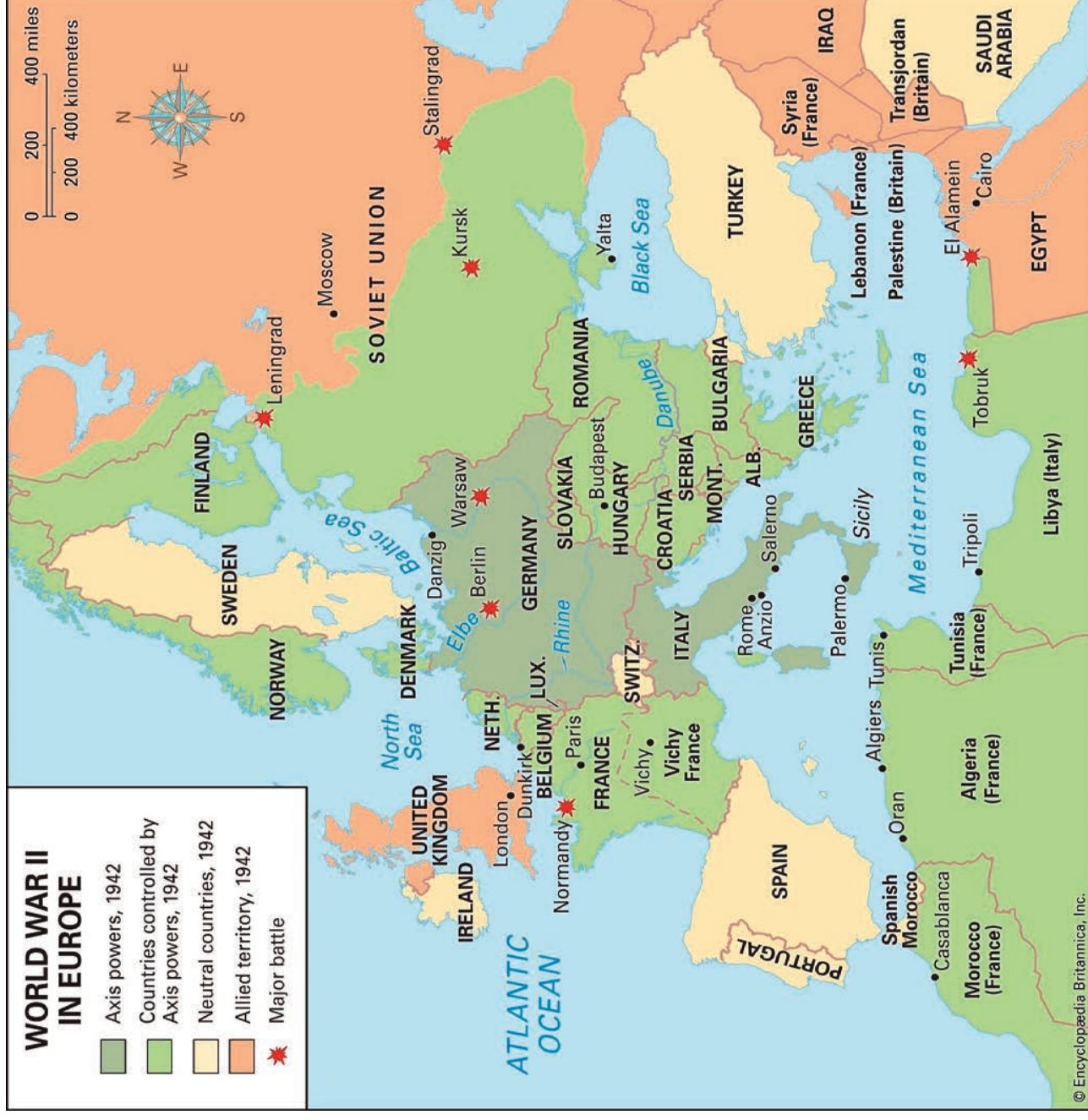
- In conclusion, I (qualifier) with the statement as...
- Make links between the different factors and show why the one you have chosen is the most important.

# Map of Europe before 1914 (WW1)

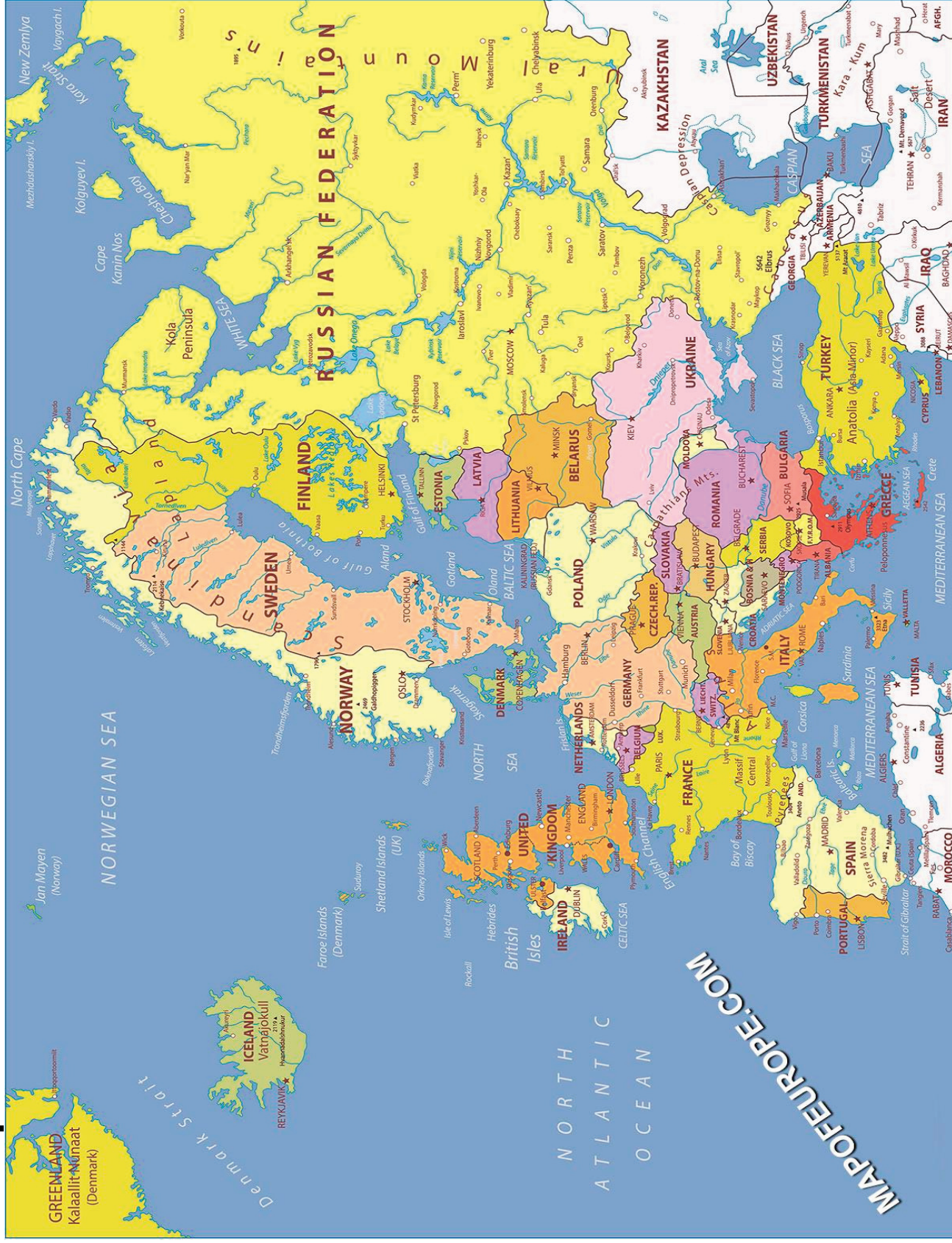




# Map of Europe in 1939 (WW2)

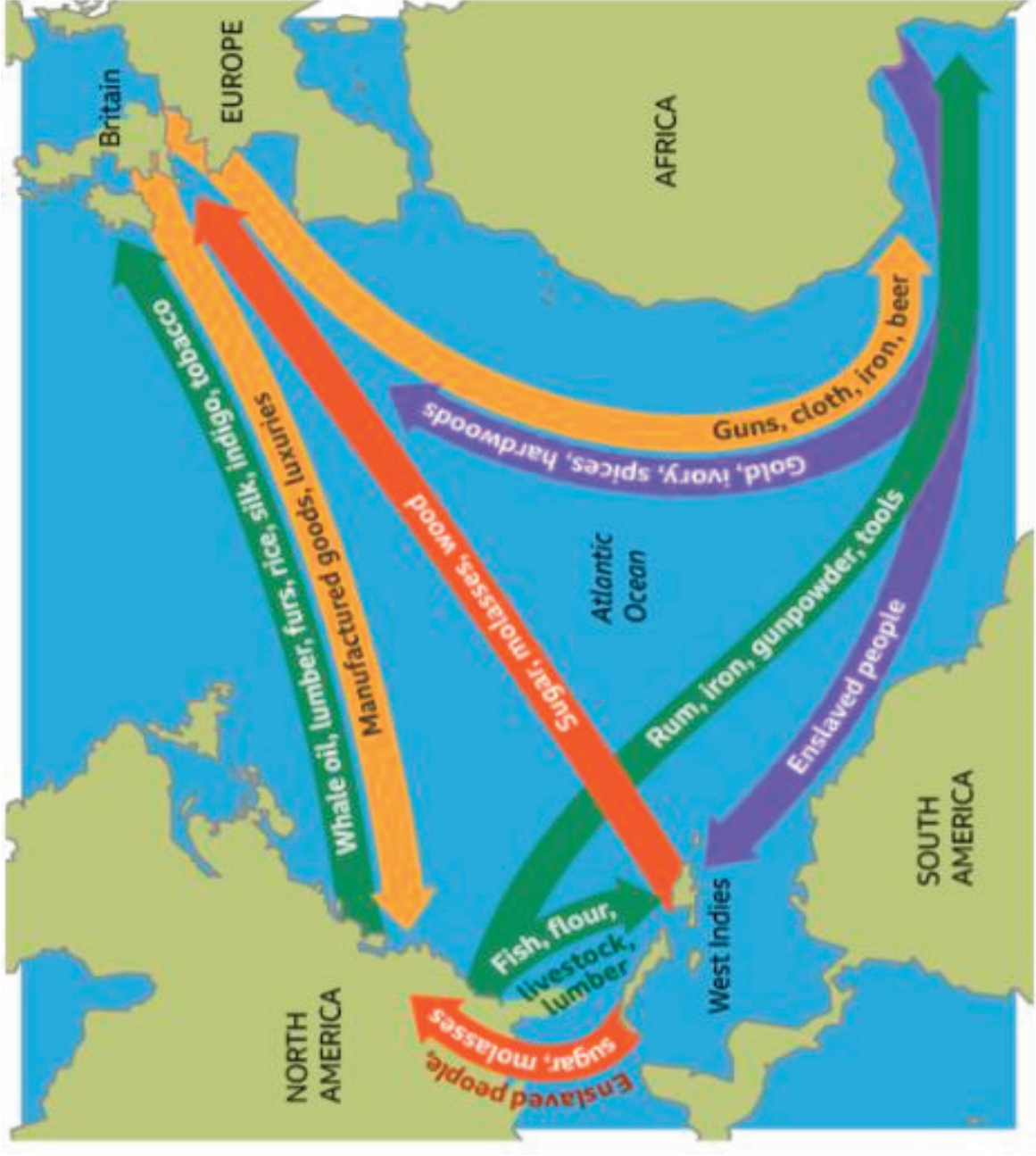


# Map of Europe now

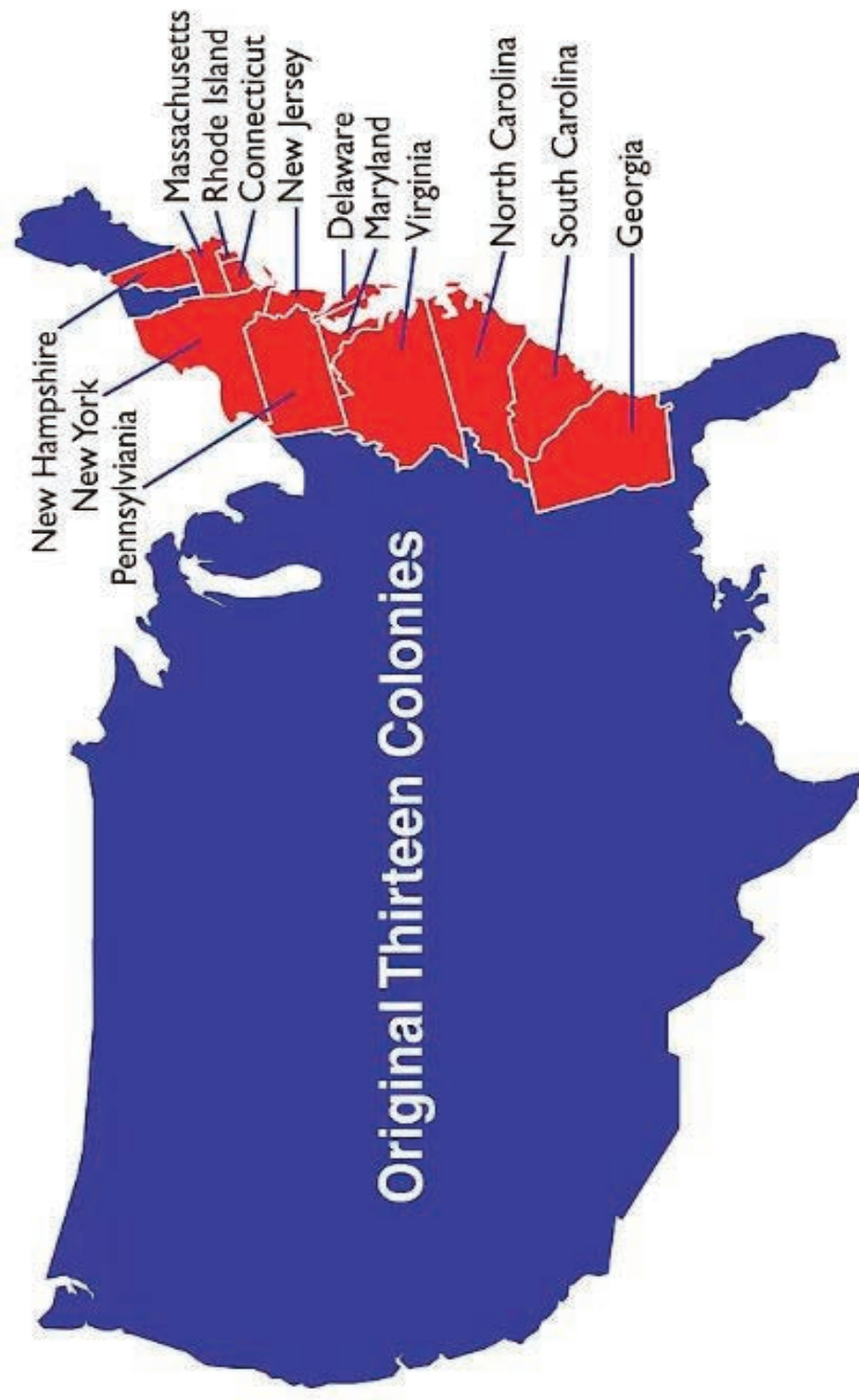




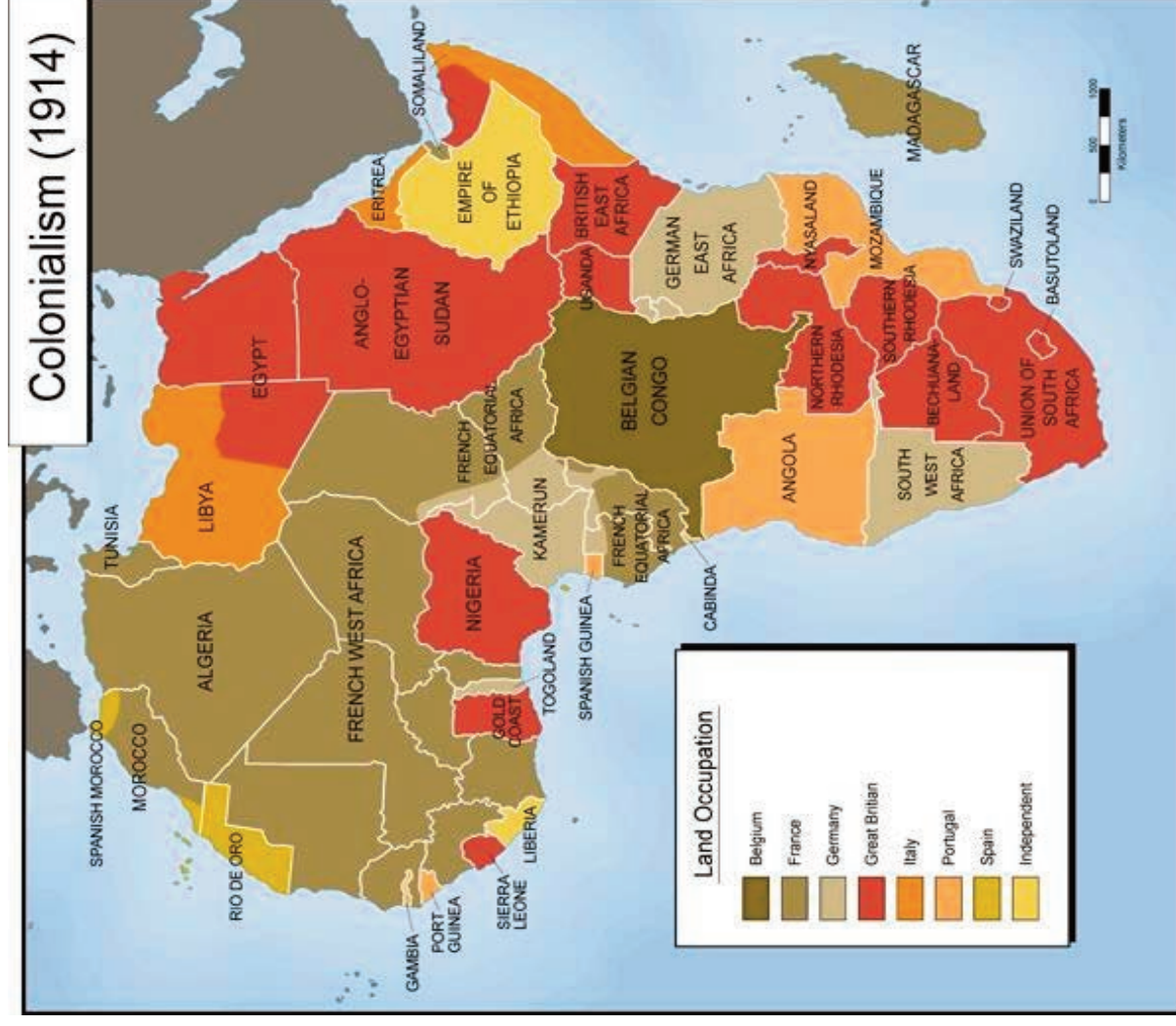
# Map of the triangular slave trade



## Map of colonised the 13 Colonies



# Map of colonised Africa by 1914



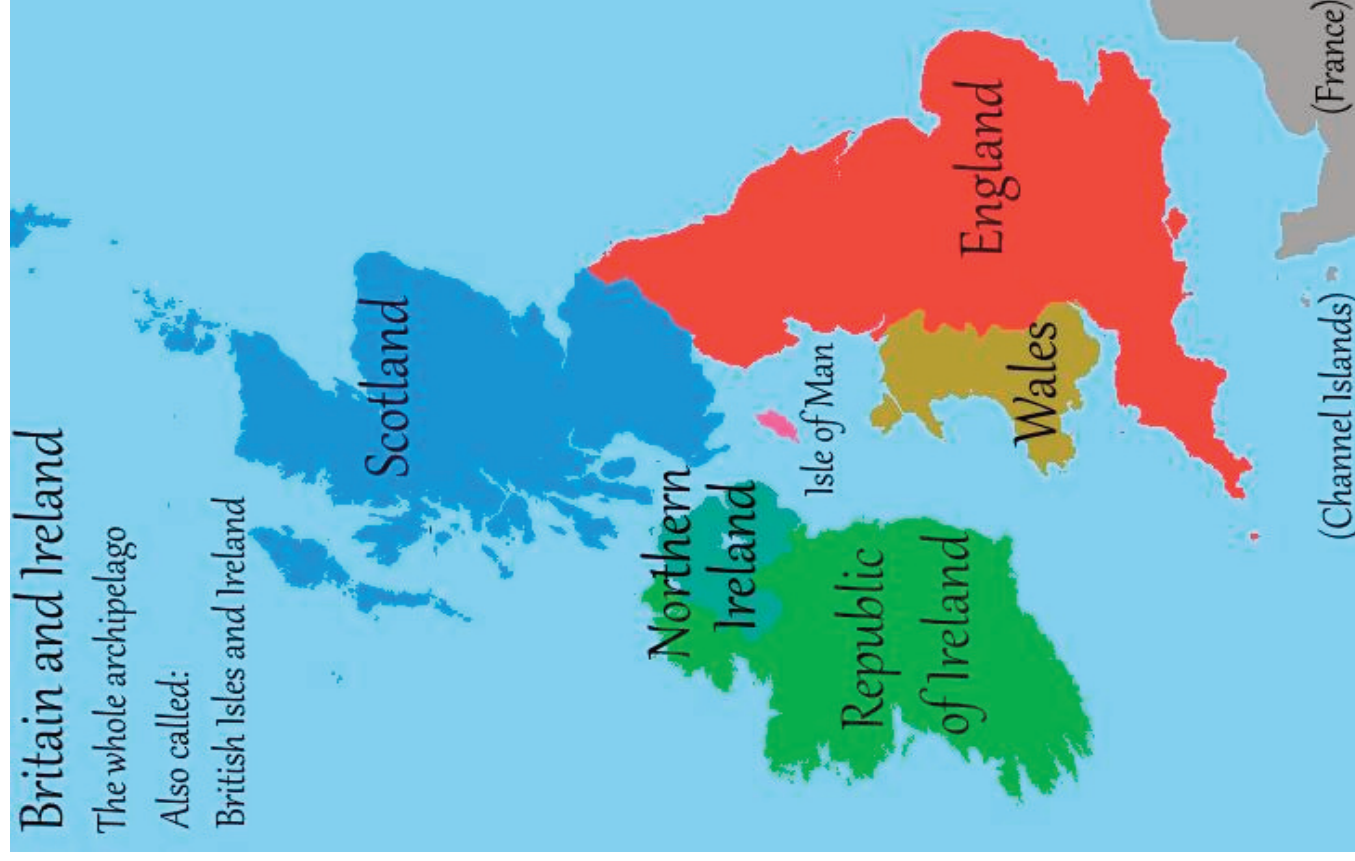


The map illustrates the extent of the British Empire in 1914, with territories under British control highlighted in red. Key regions and territories labeled include:

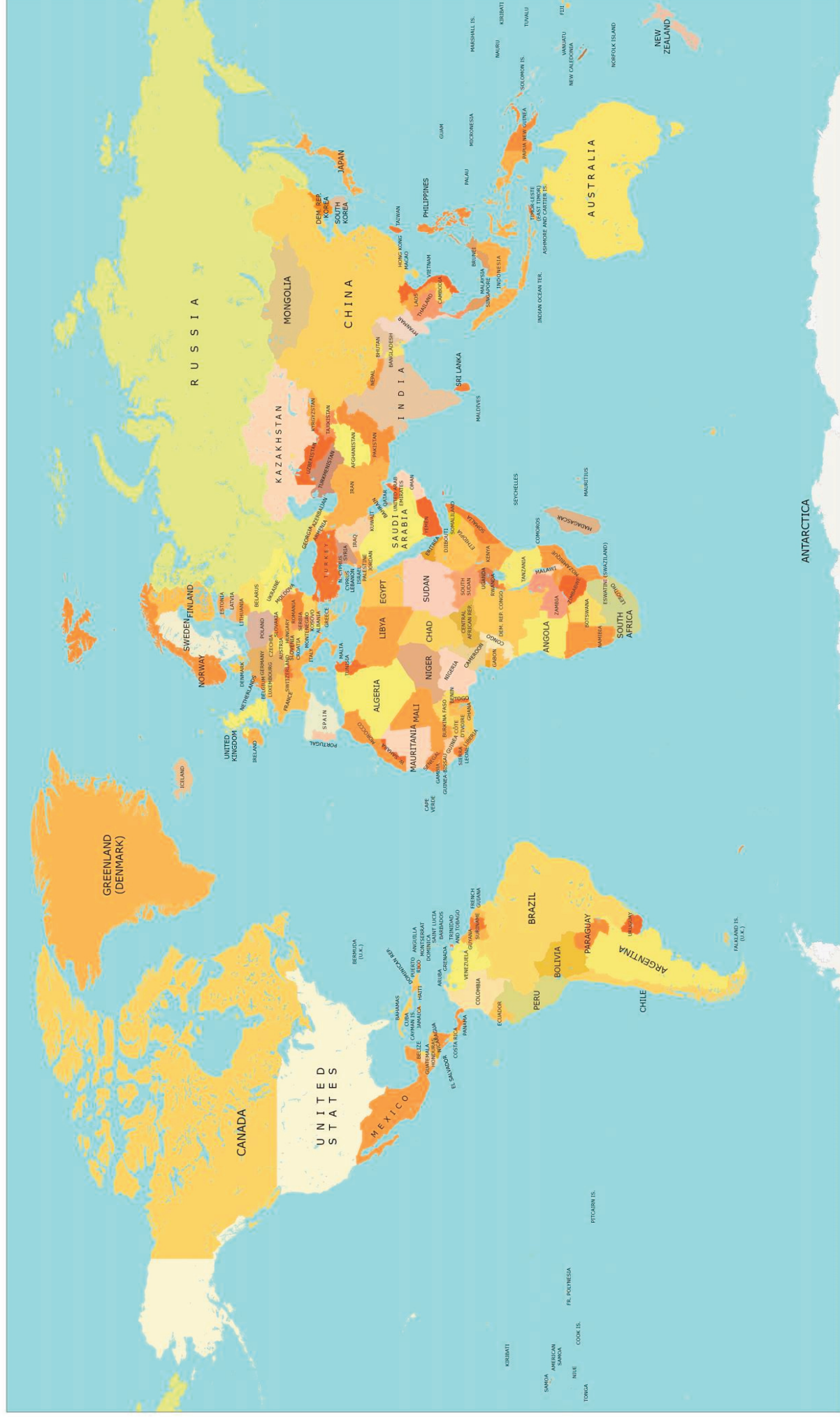
- North America:** Canada, Thirteen Colonies, Florida, British Honduras, Mosquito Coast.
- Caribbean:** Cayman Is., Turks & Caicos Is., Br. Virgin Is., Anguilla, St. Kitts & Nevis, Montserrat, Grenada, Jamaica, St. Vincent & the Grenadines.
- Europe:** Britain, Ireland, Minerva, Gibraltar, Malta, Ionian Is., Cyprus/Akrotiri & Dhekelia, Heligoland.
- Africa:** Egypt, Sudan, Nigeria, Cameroons, Uganda, Kenya, Br. Somaliland, Maldives, Seychelles, Mauritius, Zanzibar, Nyasaland, S. Rhodesia, N. Rhodesia, Bechuanaland, Swaziland, Basutoland, South Africa, South-West Africa, Tristan da Cunha, St. Helena, Ascension Is., Sierra Leone, Gambia, Gold Coast, Br. Indian Ocean Territory.
- Asia:** India, Burma, Ceylon, Singapore, Brunei, British North Borneo, Sarawak, Malaya, Hong Kong, Br. India Ocean Territory.
- Pacific:** Solomon Is., Gilbert Is., Nauru, Ellis Is., Fiji, New Hebrides, Western Samoa, Tonga, New Zealand, Australia, Papua New Guinea.
- Other Territories:** Palestine, Kuwait, Bahrain, Iraq, Transjordan, Qatar, Oman, Trucial States, Aden, Socotra, South Georgia & the South Sandwich Is., British Antarctic Territory.

The map also includes a legend for Pitcairn and a scale bar.

# Map of the British Isles



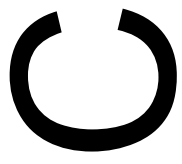
# Map of world now





A

B











INDEPENDENCE: DIAGNOSIS – THERAPY - TEST	
NAME:	CLASS:
TOPIC:	
<b>DIAGNOSIS:</b> The thing I don't understand	
<b>THERAPY:</b> Where am I going to learn about this?	
Which of the templates will I use to transform the information?	
<b>TEST:</b> 5 questions someone can ask me about my new understanding.	



INDEPENDENCE: DIAGNOSE	
NAME:	CLASS:
SUBJECT:	

Be clear about what you know and what you don't know before you begin.

**First**, use a contents page or a topic list for the subject you are going to revise.

**Then**, fill in the following table – the topics, and how well you know them.

**Next**, prioritise. Which topics will you revise first? Spend time studying the topics which will make the biggest difference to your results.

Topic	Knowledge	Priority
	Know it/Sort of know it/Don't know it	
	Know it/Sort of know it/Don't know it	
	Know it/Sort of know it/Don't know it	
	Know it/Sort of know it/Don't know it	
	Know it/Sort of know it/Don't know it	
	Know it/Sort of know it/Don't know it	
	Know it/Sort of know it/Don't know it	
	Know it/Sort of know it/Don't know it	
	Know it/Sort of know it/Don't know it	
	Know it/Sort of know it/Don't know it	
	Know it/Sort of know it/Don't know it	
	Know it/Sort of know it/Don't know it	
	Know it/Sort of know it/Don't know it	
	Know it/Sort of know it/Don't know it	

**Finally**, use the **diagnosis – therapy – test** worksheet to plan your independent study.



## INDEPENDENCE: PRIORITISE, REDUCE, CATEGORISE, EXTEND

NAME:

CLASS:

TOPIC:

Take a section of text and do the following:

**Prioritise:** write out the three most important sentences. Rank 1-3 in terms of importance. Justify your decision.

**Reduce:** reduce the key information to 20 words.

**Categorise:** sort out the information into three categories. Give each category a title which sums up the information.

**Extend:** write down three questions you would like to ask an expert in this subject.



## INDEPENDENCE: RANKING TRIANGLE

NAME:

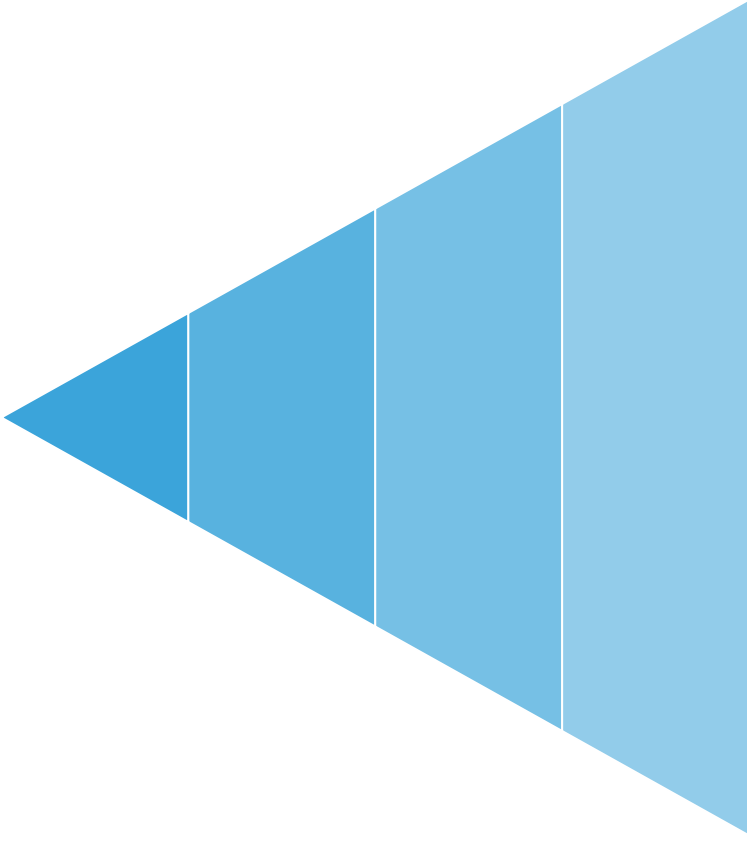
CLASS:

TOPIC:

The most important information goes at the top.

The least important information goes at the bottom.

Justify WHY. Why is it the most important? Why is it the least important?



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## INDEPENDENCE: QUIZZING

NAME:	CLASS:
TOPIC:	

Read the text and transform it into 10 questions to ask someone.

Question	Answer
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

Question stems:

- |             |             |            |
|-------------|-------------|------------|
| State...    | Explain...  | Suggest... |
| Describe... | Evaluate... | Compare... |



## INDEPENDENCE: BOXING UP

NAME:	CLASS:
TOPIC:	

Take a section of text. Read it and put your thoughts about the text into different boxes.

<b>Needs a boost:</b> 3 things I did not know:
<b>Almost there:</b> 3 things I understand better now:
<b>I've got these:</b> 3 things I already knew:



## INDEPENDENCE: OTHER IDEAS

- Steps → flow chart** Transform a sequence of steps into a flow chart or a diagram.
- Flow chart → steps** Transform a flow chart or a diagram into a sequence of steps.
- Look, cover, write, check** Cover a list of key words. Write them down. Check which ones you have got right. Repeat until you get them all right.
- Link key words** Take three words from a topic. Link them together in a sentence or a diagram. Repeat until all the key words have been linked.



## INDEPENDENCE: Pictionary

NAME: \_\_\_\_\_ CLASS: \_\_\_\_\_

TOPIC: \_\_\_\_\_

Transform the material into 6 pictures – one per paragraph or one per key piece of information. The pictures should represent the information so that they can act as a reminder of what the text said. Underneath each picture, explain your thinking.

1.	2.	3.

4.	5.	6.



