



Online work to support the booklets. Remember, Mr Bannan and Mr Fisher are very happy to check and ready work. Please email us!

Week 1: Week beginning 18th May

Year 7	Year 8
<ol style="list-style-type: none"> 1. Get creative and make a model of a motte and bailey castle! If you are lucky enough to have some art/craft materials it would be an amazing task to try out. 2. What was Feudalism? https://www.youtube.com/watch?v=EUzRNp7OucQ 3. Design an action plan showing how you would attack or defend a motte and bailey castle. What strategies would you use? 4. Log in to Active History (Username: guest4102 Password = telford) and have a go at this attack/defend simulation: https://www.activehistory.co.uk/main_area/games/castles/frameset.htm 5. Log in to Active History (Username: guest4102 Password = telford) and have a go at this Black Death simulation: https://www.activehistory.co.uk/main_area/games/yr7_black_death/index.htm 	<ol style="list-style-type: none"> 1. Read about the British Empire. Can you create a timeline showing how the British Empire grew over time. https://www.bbc.co.uk/bitesize/guides/zf7fr82/revision/1 2. Read about the British Empire. Can you create a timeline showing how the British Empire grew over time https://www.historic-uk.com/HistoryUK/HistoryofBritain/Timeline-Of-The-British-Empire/ 3. A useful clip to show how the British Empire grew over time. https://www.youtube.com/watch?v=fQktE-YKIJg 4. Log in to Active History (Username: guest4102 Password = telford). Some thought provoking activities on the Slave Trade https://www.activehistory.co.uk/Miscellaneous/menus/Year_9/Triangular_Slave_Trade.htm

Week 2: Week beginning 25th May (Half term – have a break!)

Week 3: Week beginning 01st June

Year 7	Year 8
<ol style="list-style-type: none"> 1. Take your time with your writing and keep revisiting it. 2. Log in to Active History (Username: guest4102 Password = telford) and have a go at this Medieval life simulation: https://www.activehistory.co.uk/main_area/games/yr7_village/frameset.htm 3. Here is a really helpful summary of the Peasants' Revolt: https://www.youtube.com/watch?v=WsML7hiTnsY 4. Another great summary of the Peasants' Revolt: https://www.youtube.com/watch?v=y9HpDlv0rGc 	<ol style="list-style-type: none"> 1. How did Britain lose an Empire? We have studied the American Revolution and the War of Independence. This BBC bitesize guide is really helpful. Work your way through and have a go at the quiz. https://www.bbc.co.uk/bitesize/guides/zyh9ycw/revision/3 2. The causes of the War of Independence from Mr Bannan's own university, Royal Holloway. Make notes as you watch. https://www.youtube.com/watch?v=VNsh8kykY-4



Week 4: Week beginning 08th June

Year 7	Year 8
<ol style="list-style-type: none">1. Take your time and read the War of the Roses2. This 'Feature History' is a very solid summary of the War of the Roses. You may need to watch it twice! https://www.youtube.com/results?search_query=the+war+of+the+roses3. Using the above clip, can you make a timeline of the changes in who held the throne during the War of the Roses?4. Do you think Richard III really killed the princes in the tower? Write an argument to present to the royal court!5. A good summary of the War of the Roses & The Battle of Bosworth Hill https://www.youtube.com/watch?v=GLPlm7o2iAo	<ol style="list-style-type: none">1. A silly British Empire clip from horrible Histories that brings together lots of our key themes from class https://www.youtube.com/watch?v=mk14CGx0hSQ2. Was this British Empire a force for good? This will help with the interpretations. It is by Jeremy Paxman! https://www.youtube.com/watch?v=HnXenihxSeg3. What about this from David Olusoga? He says this about the Empire: https://www.youtube.com/watch?v=IDn_kU3ZLKQ4. Specific clip about wealth and trade in the Empire from Jeremy Paxman https://www.youtube.com/watch?v=CDVxMSv4pTE

Week 5: Week beginning 15th June

Year 7	Year 8
<ol style="list-style-type: none">1. A great summary page of Active History. Log in to Active History (Username: guest4102 Password = telford) https://www.activehistory.co.uk/Miscellaneous/menus/Year_8/Richard_III.htm2. A good summary of the War of the Roses & The Battle of Bosworth Hill https://www.youtube.com/watch?v=GLPlm7o2iAo3. Make helpful fact files on the individuals most important to this story – Henry Tudor, Richard III, Margaret Beaufort	<ol style="list-style-type: none">1. Take time over the interpretations this week. Use the example answers in your booklet and the following clips to help.2. Was this British Empire a force for good? This will help with the interpretations. It is by Jeremy Paxman! https://www.youtube.com/watch?v=HnXenihxSeg3. What about this from David Olusoga? He says this about the Empire: https://www.youtube.com/watch?v=IDn_kU3ZLKQ4. An excellent documentary on the British Empire. The discussion here is about the positives and negatives of the Empire https://www.youtube.com/watch?v=Xlu8-joChfo



Week 6: 22nd June

Year 7	Year 8
<ol style="list-style-type: none">1. Focus this week on revisiting and consolidating your knowledge. Make flashcards if you can for historical events and individuals2. Make a 'Zoom' call (other providers are available) and test a friend on your historical knowledge.3. Create a fact file about the following individuals: Julius Caesar, Alfred the Great, William I, Henry II, Richard I, John I, Henry V, Henry VIII,4. Complete any multiple-choice quizzes in any history booklet that are blank (there may be one or two!). Better to do this chronologically, so put booklets in order first.5. Visit Sporcle, it is full of history quizzes on basically every subject we have studied so far. Search for your favourite topics. Design your own quiz if you are tech savvy. https://www.sporcle.com/games/category/history	<ol style="list-style-type: none">1. Focus this week on revisiting and consolidating your knowledge. Make flashcards if you can for historical events and individuals2. Make a 'Zoom' call (other providers are available) and test a friend on your historical knowledge.3. Create a fact file about the following individuals: Julius Caesar, Alfred the Great, William I, Henry II, Richard I, John I, Henry V, Henry VIII, Mary I, Elizabeth I, Charles I, Oliver Cromwell, Charles II, George III, The Founding Fathers of the USA4. Complete any multiple-choice quizzes in any history booklet that are blank (there may be one or two!). Better to do this chronologically, so put booklets in order first.5. Visit Sporcle, it is full of history quizzes on basically every subject we have studied so far. Search for your favourite topics. Design your own quiz if you are tech savvy! https://www.sporcle.com/games/category/history

Week 7: 29th June

Year 7	Year 8
<ol style="list-style-type: none">1. Focus this week on revisiting and consolidating your knowledge. Make flashcards if you can for historical events and individuals2. Make a 'Zoom' call (other providers are available) and test a friend on your historical knowledge.3. Create a fact file about the following individuals: Julius Caesar, Alfred the Great, William I, Henry II, Richard I, John I, Henry V, Henry VIII,4. Complete any multiple-choice quizzes in any history booklet that are blank (there may be one or two!). Better to do this chronologically, so put booklets in order first.	<ol style="list-style-type: none">1. Make a 'Zoom' call (other providers are available) and test a friend on your historical knowledge. Knowledge quizzes are a priority this week.2. Create a fact file about the following individuals: Julius Caesar, Alfred the Great, William I, Henry II, Richard I, John I, Henry V, Henry VIII, Mary I, Elizabeth I, Charles I, Oliver Cromwell, Charles II, George III, The Founding Fathers of the USA

Additional History Work
Mercia School
March 2020



5. Visit Sporcle, it is full of history quizzes on basically every subject we have studied so far. Search for your favourite topics. Design your own quiz if you are tech savvy. <https://www.sporcle.com/games/category/history>

3. Complete any multiple-choice quizzes in any history booklet that are blank (there may be one or two!). Better to do this chronologically, so put booklets in order first.
4. Visit Sporcle, it is full of history quizzes on basically every subject we have studied so far. Search for your favourite topics. Design your own quiz if you are tech savvy! <https://www.sporcle.com/games/category/history>



Year 7

BOOKLET

ANSWERS

(These are in the back of your booklets too)



BOOKLET 1 YEAR 7 – CHECK YOUR WORK! GREEN PEN YOUR RESPONSES.

Lesson 1: Crime and punishment in Medieval England

Why do we want you to look at this?

The reign of Henry II was a vital period for the advancement of English Law and Order. It is important to understand large parts of today's justice system and legal system were born under the reign of Henry II. For example, the reason we have trial by jury and impartial judges to decide guilt or innocence is because of the reforms of Henry II.

1. Where would a peasant be tried if they had committed a crime?

If a peasant committed a crime, such as theft or drunkenness, they were tried (put on trial) by the Lord (could be a knight or a baron) in a local manorial court. This was a low level court for peasants who committed petty crimes.

2. During a trial by ordeal, who was believed to reveal the Guilt or Innocence of the accused?

In Medieval trials, sometimes deciding if a defendant was innocent or guilty was impossible. The defendant could then opt for a 'trial by ordeal'. This was a painful test where God was the judge on innocence or guilt. For example, trial by water meant the defendant plunged his or her arm into a pan of boiling water to retrieve a stone. They bandaged up the wound. If a week later the wound had healed, it was believed that God had intervened to show the defendant's Innocence. If the wound festered (rotted), the defendant was guilty.

3. Why were punishments such as the stocks or the ducking stool carried out in public?

Many punishments, like the stocks and the ducking stool, were public because the Lords wanted to humiliate the guilty and give them a sense of shame. Punishments like the stocks were performed in front of huge crowds where the victims were battered with rotten fruit and vegetables. This humiliation was meant to discourage anybody else from committing the same type of crime.

4. Which king reformed the English legal system and introduced trial by jury?

Henry II transformed the English legal system. He recognised that there were inconsistencies in the punishments given by manorial courts. During his reign (1154-1189), he introduced trial by jury. This meant 12 people who did not know the defendant were selected to decide upon their guilt. This system is still used in the UK today. Furthermore, he transformed the English legal system further by introducing judges. Three judges administered 'Kings law' which tended to be fairer and more consistent than the decisions of barons and Lords in the manorial courts.

5. What is meant by English Common?

Henry II established English common law which was the expectation that the same crime would receive the same punishment wherever you were in the country. Henry II felt this was fair and more consistent.



Lesson 2: The Black Death

Why do we want you to look at this?

The Black Death is possibly the most infamous plague in British history. The Black Death caused huge consequences for English society, notably a huge reduction in population and challenges to the Feudal System. Given the situation we find ourselves in now, it is an opportunity to help us understand how ideas have changed in relation to stopping/preventing infectious disease and how ideas may have even continued...

1. What proportion of the English population was killed by the Black Death?

The proportion of the English population killed by the Black Death was between 1/2 and 1/3. The Black Death arrived in England in 1348 when there was a population of roughly 6 million people. As a result of the Black Death, potentially 3 million people died in England.

2. What were the symptoms of the bubonic plague (Black Death)?

The first symptoms of the bubonic plague (Black Death) were large swellings called buboes. They appeared in between armpits and between legs. Next, large blotches appeared all over the victims' body. Sufferers then started to vomit and even spit blood. Finally, victims would suffer from seizures and after two or 3 days they would die. On occasion, buboes would burst emitting a horrible smelly pus. This was a good sign. It showed that the disease was being overpowered by the body. If the buboes burst, survival was possible.

3. What are the most common explanations the Black Death?

In the 21st century, we know that the Black Death was caused by bacteria which was spread by fleas living on black rats. The rats lived on merchant ships and when those ships arrived at a country's ports, the rats ran off the ships causing the spread of the disease. There are even suggestions, by scientists in the 21st century, that human to human transmission was possible hence why the spread of the disease was so huge.

During 1348-50, explanations of the disease were dominated by religion. Most people believed the plague was a punishment sent down by God. People believed God was punishing those who had sinned. Some believed that it was caused by stars and planets aligning (known as astronomy). In Europe, some people blamed minority groups like Jews for the Black Death and some even thought poisonous air are known as miasma spread the disease.

4. How were the dead bodies dealt with in towns and cities during the Black Death?

In the countryside, dead bodies simply littered the fields and the roads. In the larger towns and cities, dead bodies were thrown into mass graves. In London, dead bodies were buried 5 deep.

5. Why did flagellants think that whipping themselves would save them from the Black Death?

Flagellants would whip themselves in punishment for their sins. They did this because they thought God would not see the need to punish them with Black Death if they were punishing themselves.



Lesson 3: Edward I (1272-1307)

Why do we want you to look at this?

Edward I was one of the great kings of the medieval period. He was perhaps the most aggressive medieval King, conquering Scotland and Wales during his reign. Notably, he set up the first Parliament meeting in 1295. Two elected officials from each county of England met the king to discuss tax rises. It became an accepted rule that those affected most by tax had to give their consent to a king through Parliament. This was a vital step in the development of our parliamentary democracy.

1. Why did Edward I decide to invade Wales?

Wales was a traditionally troublesome neighbour for England. Since 1066, Wales had been ruled by princes who were expected to show loyalty (or pay homage) to the King of England. During the reign of Edward I, a Welsh prince named Llywelyn took control over Wales and called himself the Prince of Wales. Llywelyn refused to pay loyalty to the new king. As a result, Edward invaded Wales.

2. What did Edward the First do to punish Dafydd ap Gruffyd?

During Edward's conquest of Wales, Llewellyn was killed in battle (1282). His brother Dafydd carried on fighting, he was captured and sentenced for high treason. Dafydd was hanged, drawn and quartered. Dafydd was dragged through the streets by a horse, hanged until almost dead, disembowelled with his entrails burnt in front of him and then cut into 4 pieces.

3. How did Edward the first earn the nickname the 'Hammer of the Scots'?

Edward I also conquered Scotland and he did so with absolute brutality. Edward took just 21 days to conquer Scotland, he slaughtered the Scottish rebels and stripped the Scottish King John Balliol of his crown. This ruthless success earned him the nickname the 'Hammer of the Scots'.

4. Why did Edward I fail to bring Scotland under English control?

Edward I failed to control Scotland for long because he didn't have any money, he simply had no funds to control his newly conquered Scotland. The lack of money meant Scottish rebellions were successful, after 1305, Scotland remained independent for 400 years.

5. Why did Edward I call for Parliament to meet in 1295?

Edward I called Parliament to meet in 1295 because he needed to raise money for his campaigns in Scotland and Wales. As the 1215 Magna Carta insisted, the king had to have permission to raise taxes.



Lesson 4: Henry V (1413-1422)

Why do we want you to look at this?

Learning about Henry V is very important. Not only was he the subject of a famous Shakespearean play, he can also be considered as one of the most successful Kings in English history. His most famous victory came at the Battle of Agincourt in 1415 which, even now, is perhaps the most surprising victory in English military history.

1. What did Henry V learn to do it was unusual for an English king during this time?

Henry V learned to read and write in English which greatly helped royal administration. He was the first English king to conduct court in English. He was the only king since William I to do this! Remember that medieval kings' ancestral homeland was France (notably Normandy) so they all spoke French.

2. What gave Henry V the perfect opportunity to invade France in 1415?

The 100 Years War was being fought between England and France as Henry V came to the throne. England had lost almost all of its land in France during this war. Henry V had an opportunity to reverse those losses because France had a mad king called Charles VI and France was being torn apart by a civil war. There was a clear opportunity to invade. France was weak and, in 1415, Henry V invaded.

3. In what condition was Henry V's English army in before the Battle of Agincourt?

Before the Battle of Agincourt, 12,000 Englishmen took the French port of Harfleur. It was a great victory for Henry V but immediately afterwards, things took a turn for the worse for Henry V. His army began to suffer with a disease called dysentery. 4,000 of his soldiers had to leave France. There was also terrible weather which meant Henry's men became cold, weak and hungry. Before the Battle of Agincourt, Henry V's army were in very poor health and physical fitness.

4. Why were English longbowmen crucial to the English victory at Agincourt?

At Agincourt, estimates suggest 8,000 Englishmen who were weak faced off against 12,000 Frenchmen who were well armed and strong. The English longbowmen were essential to the English victory because the French were so heavily armoured they got stuck in the mud which was wet and soft because of the terrible weather. The English archers (soldiers who used a bow and arrow) simply fired their arrows at the French knights/soldiers who were an easy target. It would appear that without longbowmen, the English victory may not have arrived.

5. Why was Henry V never able to claim his title as king of both England and France?

At the end of the Battle of Agincourt, Henry V agreed that he would marry the French King Charles' daughter Catherine. It was agreed that when Charles VI died, Henry V would become king of France. However, in 1422, Henry V died of dysentery. Had he lived for 1 month more, he would have become the king of both England and France.



BOOKLET 2 YEAR 7 – CHECK YOUR WORK! GREEN PEN YOUR RESPONSES

Lesson 1: The Mediaeval Castle

Why are we learning this?

We have learnt a great deal about the mediaeval period. Mediaeval castles were central to the Feudal System and the power of Kings. The castle was a vital tool used by William I to begin his Norman control of England. It is vital you understand what castles were like, how they were attacked and how they developed over time.

1. What were the advantages and disadvantages of a motte-and-bailey castle?

Advantages of the motte-and-bailey castles included that they were quick and cheap to build. This meant they could be put up at great speed to help prevent an attack and solidify control. Also, the motte provided a very high, artificial hill that allowed defenders to see attackers early. This would help prepare for an invasion or attack. However, the key disadvantage was that it was made of wood. The wood would rot which weakened the castle and it could be burnt easily. This made motte-and-baileys easy targets for attackers.

2. What was the chief aim of a castles design?

The chief aim of Castle design was to stop your enemies from entering. The mediaeval period was one of huge instability and war, meaning castles had to be impenetrable.

3. What was the main aim for an army attacking a castle?

The main aim for any attacking army was to create a breach in the castle wall. A breach was a gap or hole in the castle's wall that would allow the larger army to enter the castle and destroyed the inhabitants within.

4. How would a siege ensure that an enemy army could eventually take a castle?

A siege would be used if an army could not create a breach in the castle wall. A siege was simply surrounding the castle and insuring no person could go in or out. The aim of a Siege was to starve the castles inhabitants to death or force them to surrender. A siege would take several months, but ultimately the castle would eventually be taken by the attacking army.

5. Where did European Knights learn about the technology for concentric castles?

Concentric Castle had two or more large curtain walls. The design was discovered in Byzantium and the Islamic world. During the Crusades, European knights encountered concentric castles and took the design back to Europe.



Lesson 2: The Peasants' Revolt

Why are we learning this?

Mediaeval England is often a story about the power of kings over the poor. The Peasants' Revolt is a great example of the peasants fighting back and challenging the authority of the King and the Feudal System generally. The Peasants' Revolt is a fantastic story that links to our learning of the Black Death (1348) and is a very important moment in the movement away from kingly authority.

1. How did the government respond to the growing wealth and power of mediaeval peasants?

The government did not like the growing wealth and power the peasants enjoyed after the Black Death 1348. In 1363, they passed the sumptuary laws which outlined exactly what different classes could wear. Peasants were banned from wearing anything except plain clothing costing less than 12 pence the length. The government made sure that the peasants were limited in their power and influence through petty laws.

2. Why was the poll tax so unpopular among mediaeval peasants?

The poll tax was a one off to be paid by all adults over the age of 14. It was a tax that every person had to pay, whether you were rich or poor, and the tax was identical for all people. The tax was deeply unfair, peasants felt it was wrong for them to pay the same amount as the rich nobleman of England.

3. What part of England did the peasants who took part in the revolt come from?

The peasants were led by Wat Tyler who organised 4,000 people to revolt/rebel against the government. The majority of those that revolted were from the English county of Kent.

4. What did the peasants do once they reached London?

The peasants were extremely violent when they reached London. Once in the city, the peasants stormed Newgate and Westminster prison. John of Gaunt's sumptuous Savoy Palace was burned to the ground. The peasants executed the Archbishop of Canterbury, Simon Sudbury, alongside the Lord High treasurer, Sir Robert Hales. Both Sudbury and Hales' heads were placed on spikes and marched around London.

5. How did Wat Tyler die?

Wat Tyler, the leader of the revolt, met with King Richard II at a place called Smithfield on the 15 June 1381. We can't be sure, but it has been suggested that Tyler attacked Richard's men and a struggle ensued. Tyler was killed by one of the king's men.



Lesson 3&4: The Peasants' Revolt Writing

An example paragraph: Growing power of the peasants

Point	<i>A crucial reason for the Peasants Revolt 1381 may have been the growing power of the peasantry.</i>
Evidence	<i>For example, after the Black Death 1348-51, over 2 million people in England were estimated to have died. This meant that the peasants services were in high demand because there were less of them to work for their Feudal Lords.</i>
Explain/ATQ	<i>This may have caused the peasants to revolt because they began to sense the value and importance to the feudal system. The peasants sensed their power and Influence could be increased, a feeling that fuelled the revolt of 1381.</i>
Evidence	<i>Furthermore, many presents became wealthy Yeoman farmers owning up to 100 acres of farmland after the Black Death. Fundamentally they were wealthier and began to feel like they deserved more power and influence in mediaeval Society.</i>
Explain/ATQ	<i>It's growing sense of power and Influence made them more frustrated with the feudal system and their place within it and appears to a fuelled the revolt of 1381.</i>

An example paragraph: Terrible Leadership

Point	<i>Furthermore, a vital reason for the Peasants Revolt 1381 appears to have been terrible leadership.</i>
Evidence	<i>The feudal hierarchy meant that the noblemen and ultimately the King still held all power. The Sumptuary Laws (1363) were a clear attempt from the Noble's to limit the peasants' ability to grow in wealth and stature as they wanted.</i>
Explain/ATQ	<i>Petty laws may have caused the revolt of 1381 because the peasants longed for more influence and power. They felt those at the top of the feudal hierarchy were stopping them. This caused frustration and anger, likely causing the revolt of 1381.</i>
Evidence	<i>In addition, the poll tax was fundamentally unfair. The peasants were deeply unhappy that their payment of 4p was the same as incredibly wealthy nobleman.</i>
Explain/ATQ	<i>Deeply unpopular, the poll tax was ignored by peasants who refused to pay. Angry at the lack of respect and fair treatment, they began to revolt in English counties like Essex and Kent. Terrible leadership fuelled anger and frustration amongst the peasantry, likely causing their revolt in 1381.</i>



Lesson 5: The Wars of the Roses

Why are we learning this?

Mediaeval England was dominated by war. Richard I and the Crusades, John I and the civil war caused by Magna Carta, Edward I's assault on Wales and Scotland, and of course Henry V's victory at Agincourt in 1415. Perhaps the most famous English war of the mediaeval period was the Wars of the Roses and it essentially ends the mediaeval period, so it is vital that we understand what happened before we move in to what is known as the Early Modern period of our history. The War of the Roses was a great battle between the House of York and the House of Lancaster. The House of York is symbolised by a white rose whereas the House of Lancaster is symbolised by a red rose... Two great families fighting for the English throne. Exciting!

1. In what way was Henry VI different from his father Henry V?

Henry VI was a cowardly King. He was a terrible ruler who couldn't fight and refused to fight, he lost huge amount of England's Empire. He hated the idea of war and he never led his army in battle. However, Henry V, his father, was an exceptional ruler and military leader. He won the Battle of Agincourt in 1415 and recovered England's fortunes in the 100 Years War. Henry V was a heroic figure, whereas his son Henry VI was a coward. The War of the Roses happened because Henry VI was such an awful King, other noblemen wanted the throne for themselves and he was a vulnerable target

2. Why did many Nobles, such as the Duke of York, believe Henry VI was incapable of ruling England?

Henry VI suffered many bouts of madness. In 1453, he was completely unresponsive and had to be looked after like a child. He was in no fit state to rule England, certainly not against its foreign enemies like France. Henry VI's weakness meant other men, for example Richard, Duke of York, thought they could do a better job of ruling England.

3. Who led the House of Lancaster at the beginning of the War of the Roses?

King Henry VI belonged to the House of Lancaster, while his chief rival Richard belonged to the House of York. Henry VI could not leave the House of Lancaster against York so his wife Margaret of Anjou led the charge.

4. Who was crowned as the first Yorkist King of England in March 1461?

The House of Lancaster was led by Queen Margaret, with their supporters being known as Lancastrians. Richard, Duke of York led the House of York with their supporters becoming Yorkists. In the first battle of the war (Battle of Wakefield, 1460), Richard Duke of York was beheaded. However, the Lancastrians could not claim victory because the English people turned against them and would not accept Queen Margaret or the mad Henry VI as King. Consequently, Richard's son Edward took over the leadership of the House of York. In March 1461, the first Yorkist King Edward IV was crowned King of England.

5. What can be learnt about the Battle of Towton from the skeletons that have been found on the site?

The Battle of Titan was a brutal battle. Skulls found at the site were covered with 20 wounds suggesting that soldiers mutilated their victims. The skeletons suggest that the battle was extremely violent with very little mercy shown on either side.



Lesson 6: Yorkist Rule

Why are we learning this?

The War of the Roses lasted for 30 years. It wasn't easy to work out which house was winning at each point in the war. Yorkists and Lancastrians continued to fight and many people switched sides regularly throughout the war. It is important to learn about this war so we truly understand the history of our royal family. The Yorkist rule provides some of History's greatest stories so is worth studying.

1. What role did the Earl of Warwick play when Edward IV became king?

The House of York's King Edward IV was a tall, charismatic warrior. He was absolutely vital to the Yorkist win at the Battle of Wakefield in 1460. However, his power was not his own. He relied on the Earl of Warwick to rule England. Many regarded the Earl of Warwick as the true King of England.

2. Why were Edward VI subjects, in particular Warwick, so shocked by his marriage?

Wanting to break free from the Earl of Warwick, Edward IV married a commoner named Elizabeth Woodville. This was a marriage that was unheard of for a king and the Earl of Warwick was furious with Edward IV. Edward IV's marriage was unusual because it did not involve another royal family - it shocked all of England and caused more uncertainty about the English throne.

3. On what basis did Richard III make himself King of England in place of his nephew Edward V?

After many battles, the Yorkist Edward IV kept hold of his throne despite many Lancastrian invasions. However, he died at the young age of 40 in 1483. Edward IV should have been replaced by his eldest son Edward. However, the young king Edward V was only 12 when his father died. Consequently, his uncle Richard (the brother of the dead King Edward IV) ruled on his behalf. However, Richard was a villain. He declared that the marriage between his older brother Edward IV and Elizabeth Woodville was invalid, meaning of Edward V's claim to the throne didn't exist. Richard crowned himself King Richard III. To secure his claim to the throne, Richard III ordered the killing of Edward V and his younger brother in the Tower of London.

4. How did Shakespeare depict Richard III in his play written a century after Richard's death?

Shakespeare showed Richard III as an ugly hunchbacked figure with a withered arm. Because of Shakespeare, Richard III has been remembered as one of the great villains of English history.

5. What did the findings of Professor W. Wright appear to show in 1933?

In 1674, two skeletons were found in the Tower of London. In 1933, the skeletons were examined by Prof. W. Wright. The examination showed the skeletons belonged to two boys aged around 11 and 13. The facial bones of both skeletons had a blood stain which suggests death by suffocation. It is now widely believed that Richard III did indeed kill his brother's sons in the Tower of London.



Lesson 7: The Battle of Bosworth Field

Why are we learning this?

The Battle of Bosworth Field ended the War of the Roses and it leads soon the beginning of the Tudor Dynasty. The Tudors were perhaps the most famous line of kings and queens in our history and they were fundamentally caused by the Battle of Bosworth Field. We look in depth at the Tudors in Year 8 so knowing where they come from is fundamental to your historical knowledge and understanding.

1. What was Henry Tudor's claim to the throne?

In 1485, the villainous Richard III (Yorkist) was still King. However, Henry Tudor (a Lancastrian) had an unlikely claim to the throne. Henry Tudor's grandfather was a servant of Henry V. Henry's grandfather married the Widow of Henry V and changed his name to Owen Tudor.

2. Who helped Henry Tudor prepare his bid for the English throne?

Henry Tudor's mother Margaret Beaufort was a fierce political operator who managed to make sure the Houses of Lancaster and York respected her. It was never clear throughout the War of the Roses which side she was on. She waited for the very best moment to support her son Henry Tudor to strike. To be clear Henry Tudor was a Lancastrian and his mother waited for the moment the House of York was at its weakest before encouraging her son to fight.

3. What happened to Richard III during his cavalry charge against the Lancastrians?

Henry Tudor challenged Richard III at Bosworth Field in 1485. Richard III was the heavy favourite because he had the higher ground. Richard III could for his cavalry charge against the Lancastrian forces but he was knocked off his horse. King Richard III, according to Shakespeare, cried Out "A horse! A horse! My kingdom for a horse!"... Perhaps showing the desperate situation he found himself in during the Battle of Bosworth Field. After he fell off his horse it is widely agreed that Richard III died heroically fighting off many attackers. The Battle of Bosworth Field was won by Henry Tudor and the Lancastrians.

4. What was sensible about Henry VII's decision to marry Elizabeth of York?

After the death of Richard III, Henry Tudor became King Henry VII of England. He married cleverly. Henry VII married Elizabeth of York, the elder sister of the murdered Princes in the Tower. This marriage united the Houses of York and Lancaster, ending the War of the Roses and beginning the Tudor Dynasty.

5. Who do sympathisers of Richard III believe is responsible for his bad reputation in English history?

Richard III is a hugely interesting English king. There is little doubt that he murdered his nephews in the Tower of London, however, he also fought admirably at the Battle of Bosworth Field. Sympathisers blame William Shakespeare for smearing his reputation. Remember, Shakespeare lived under the Tudor monarchs. This might suggest why he depicted Richard III, the great rival of the first Tudor king Henry VII, so unpleasantly.



Year 8

BOOKLET

ANSWERS

(These are in the back of your booklets too)



BOOKLET 1 YEAR 8 – CHECK YOUR WORK! GREEN PEN YOUR RESPONSES.

Lesson 1: Parliamentary government

Why did we want you to look at this?

We wanted you to do this lesson because it's very important that you all understand where our political system originated. Think about what we've learnt about power: from medieval monarchy, the challenge of the Magna Carta, the Great medieval kings like Edward I and Henry V, the Divine Right of Kings under Charles I, moving towards a parliamentary democracy after the Glorious Revolution. After the Glorious Revolution (William III and Mary II replaced James II, agreeing to recognise the power of the protestant parliament), parliament began to move clearly away from the king. Notably, in the 1700s, under George I, the political system we know today developed: The House of Commons, the role of the Prime Minister, 10 Downing Street!

1. How did Robert Walpole become George's favourite minister?

Robert Walpole became George I's favourite minister because of his successful work in restoring the British economy after an economic crash called the South Sea Bubble. The South Sea Bubble was one of the greatest economic disasters in British history, where huge numbers of people became bankrupt overnight. Walpole, as Paymaster General, helped Britain recover, thereby earning George I's respect and admiration.

2. How was the role of Prime Minister established during Walpole's time in power?

The role of Prime Minister was established during Walpole's time in power because Walpole held many jobs in government. He was Chancellor of the Exchequer, First Lord of the Treasury and Leader of the House of Commons. Ultimately, he was the most important minister in George I's government and people referred to him as Prime Minister (prime: of first importance).

3. How did the system of parliamentary government established by Walpole function (work)?

Parliamentary Government was established under Walpole over the course of 20 years. The system worked very similarly to how it works today. The men who would lead the government were chosen from the largest party in parliament. Just like today, Parliament was split in two: the House of Commons and the House of Lords. Again, just like today, the House of Commons was the elected chamber and the House of Lords was the hereditary chamber (basically the jobs in the House of Lords passed down through generations of rich noble families). It is clear that the parliamentary democracy we know now in the 21st century was established under Robert Walpole in the 1720s.

4. Why did George II consider not returning from Hannover when he visited in 1755?

George II regularly visited his ancestral home in Hannover, a part of modern day Germany. In 1755, he considered not coming back to England because he was furious that Parliament held too much power. He complained that "the ministers are the kings in this country, I am nothing there". George II, like so many kings before him, was furious that Parliament held the power and not the king.

5. What caused the South Sea bubble to take place?

The South Sea Bubble occurred because of a company called the South Sea Company. The company traded with Spanish colonies in South America and it became incredibly valuable. People wanted to invest in the company and bought little 'chunks' of the company. These 'chunks' were known as



shares. The South Sea Company's shares became really valuable, but practically overnight their value collapsed in 1720. Essentially, any person who invested or bought shares lost all of their money. If companies collapse it is a disaster for any country's economy. It leads to a loss of jobs, a loss of income and it can have devastating social effects as well.

Lesson 2: The Transatlantic Slave Trade

Why did we want you to look at this?

As George I and Robert Walpole were establishing Britain's modern day parliamentary democracy in England - something very progressive and new - they were also strengthening Britain's slave interests in the Americas... something far more disgraceful and unpleasant. It is important that you know about the sometimes terrible history of the British Isles. In this case, you should be clear on Britain's role in transporting 12.5 million Africans across the Atlantic to work on the slave plantations of the Americas. It is a terrible stain on our national history. You must know about it.

1. Why did the British begin transporting slaves across the Atlantic?

We have learnt that the British colonised North America. The first territory was Jamestown in 1607, but the arrival of the British caused disease. The diseases killed native populations which meant Britain had to transport slaves to their colonies to work the plantations (farms). A clear example of this was the transportation of Slaves from Africa on to the sugar plantations of the Caribbean.

2. Why was the triangular trade so lucrative (produced wealth)?

British merchants made a huge amount of money from the slave trade. British merchants made manufactured goods like cooking pots and guns. Those goods were sold in Africa in exchange for slaves. The purchased slaves were transported across the Atlantic Ocean on the Middle Passage to the Americas and were then sold in exchange for valuable raw materials like sugar and tobacco (remember sugar was known as white gold). Finally, the raw materials were then taken back to Britain and sold at a huge profit.

In short, British merchants spent a small amount of money making goods that they then exchanged for African slaves. The British then took their slaves to America and exchanged them for valuable raw materials like sugar. The British then took the sugar back to Britain and sold it for huge amounts of money. This is why something as awful as the slave trade was able to persevere 300 years.

3. Why did so many African slaves die during the Middle Passage?

The Middle Passage was the name given to the transportation of slaves from Africa to the Americas, across the Atlantic Ocean. So many slaves died on the Middle Passage because they were bound in chains and shackles around their arms and neck. The chains and shackles caused cuts and open wounds which became infected, some slaves would have even choked on their chains and shackles causing fatalities (deaths).

Furthermore, the slaves were packed so tightly onto the ships that they couldn't move which meant as the journey progressed the slaves ended up lying in their own excrement, vomit and urine. These awful conditions led to a wide spread of diseases like dysentery. Slaves would suffer these conditions for 2 to 3 months. 1/4 of slaves died in the early years of the Middle Passage.



4. How many slaves in total are British Traders estimated to have transported?

Between 1640-1807, we estimate that British merchants transported 3.1 million slaves, but only 2.7 million survived the journey across the Atlantic.

5. How did Britain benefit from the Slave Trade?

The slave trade is an awful stain on British history. However, it is the sad reality that the British benefited hugely from the slave trade. The slave trade caused British cities to grow in wealth and status. Liverpool and Bristol became dependent on the slave trade and their massive growth can be attributed to the slave trade alone. Rich slave owners returned from their plantations with huge fortunes and they would invest their wealth in their home cities. The reason Britain has so many beautiful country houses, why Oxford University colleges have such ornate libraries and the reason most cities have decorative national art galleries is because of the slave trade.

Awful as the slave trade undoubtedly was, merchants in the 17th and 18th centuries argued that the slave trade was a vital part of the British economy and was responsible for Britain's wealth and power. Historians broadly agree.

Lesson 3: Life as a slave

Why do we want you to look at this?

It is important that you understand the grim reality of the slave trade. Whilst Britain became very wealthy from the slave trade, it is widely accepted that our role is a source of national shame. To understand why the British should be ashamed of the slave trade, you must look at the lives of the slaves themselves. Slaves were treated appallingly and it's important you realise the harm we have caused.

1. What did slave Traders do to make their African slaves appear healthy at auction?

After the Middle Passage, slaves were covered in sores, were very weak and and dirty. Slave traders made slaves look healthy by firstly washing and shaving them. Traders would then rub palm oil all over the slaves' skin. Any sores or wounds were covered with hot tar.

2. What measures did slave owners take to make slaves forget about their lives in Africa?

Slave traders were concerned that the more slaves remembered about their life in Africa, the more they would want to rebel against slavery and return there. To help prevent this, traders split up slaves from the same community and grouped slaves from different African kingdoms together. Traders deliberately split families up and deliberately placed slaves who spoke different languages together. Traders hoped these actions would break the resistance of the slaves and make them better workers.

3. How did the jobs undertaken by slaves vary?

The job you did as a slave very much depended on where your plantation was situated. Slaves in the Caribbean you would do hard physical work on sugar cane plantations. Slaves would chop tough sugarcane plants down and harvest the sugar juice the plants produce. Slaves in the southern part of North America (e.g. Virginia) would work on a tobacco plantation, picking tobacco leaves. This was an 'easier' place to work, but slaves would still work long hours and were still treated appallingly.

4. Why did the British Grant Jamaican Maroons their own land in 1739?

A Maroon was the term used for a runaway slave. Maroons would raid their old plantations and then disappear in to the surrounding forests and/or mountains. The British Army, in the 1730s, had a huge problem with set of Jamaican Maroons. The Maroons raided British plantations and the British



army could do nothing about it. In 1739, to stop the Maroons raiding plantations, the British gave the Maroons their freedom and their own land.

5. How did slaves resist and rebel against their captivity?

It is important to note that the slaves did not simply accept their slavery. There were forms of resistance. Many slaves worked slowly and damaged plantation equipment, known as passive resistance (subtle protest against slavery). Other slaves would run away from the slave plantation or even burn the plantations harvest, known as active resistance (overt protest against slavery).

Lesson 4: Abolition of the Slave Trade

Why do we want you to look at this?

The slave trade was a huge mistake in British history. Eventually, people realised that it was wrong to own a person and make them work against their will. In the late 18th century, a growing number of people started to campaign to end the slave trade. It is important that you understand how a 300-year trade of people ended.

1. What roles did Thomas Clarkson and William Wilberforce play in the abolitionist movement?

Thomas Clarkson was a very important abolitionist (a person who wanted to end the slave trade). He formed the Society for the Abolition of the Slave Trade in 1787, hoping to raise awareness of the reality of slavery. He travelled widely and collected objects used by slave traders like shackles and whips. He used those objects to shock audiences and show the grim reality of slavery. In 1792, Clarkson and his society organised 509 petitions asking parliament to end the slave trade. In short,

Clarkson helped to raise the profile of how shocking slavery was and he helped encourage widespread public support for the abolition of the slave trade.

Perhaps the most famous abolitionist was William Wilberforce. He was a Member of Parliament and he repeatedly proposed in Parliament the abolition of the slave trade. Sadly, Wilberforce had no luck gaining support to abolish the slave trade in parliament for many years. However, in 1806, alongside the new Prime Minister Lord Grenville, Wilberforce was able to introduce a bill to Parliament to end the slave trade. Wilberforce gave the abolitionist movement the access to parliament that it needed to end the slave trade. Without Wilberforce's parliamentary influence, it may be fair to suggest that the slave trade would not have ended by law in 1807.

2. What methods did abolitionists use to raise awareness of slavery?

Abolitionists used many methods to help convince the British Public that the slave trade should end. Clarkson used objects that caused slaves pain like shackles, whips and branding irons. Clarkson looked to shock audiences in public talks to make them realise how slavery caused damage to human life and needed to end. Clarkson used petitions - huge lists of names of people who supported an end of slavery. Many former slaves wrote books to show the horrors of the slave trade itself and, as we know, Wilberforce took the fight of ending slavery to Parliament.

3. When was slavery abolished in the British Empire?

The slave trade was abolished on the 24th of February 1807. The House of Commons voted 283 votes to 16 to end the slave trade. However, slavery continued... It wasn't until August 1833, when parliament passed the Slavery Abolition Act, that slavery became totally legal across Britain and its Empire.



4. What role did Britain play in encouraging the end of slavery worldwide?

Britain was one of the first European nation to abolish slavery. After 1807, it used its power globally to convince other countries to do the same. Britain encouraged European governments to sign treaties to stop the slave trade (A treaty is an agreement between two countries or more) to stop the slave trade. Britain also used the might of its Royal Navy to stop the trading of slaves. The navy intercepted over 1500 slave ships between 1807 and 1863. 150000 captured African slaves were freed.

5. How large was Britain's black population during this period?

By the late 1700s, some estimate that there were 10000 black people living in Britain as free citizens. This group of played a central role in The Campaign for abolition.



BOOKLET 2 YEAR 8 – CHECK YOUR WORK! GREEN PEN YOUR RESPONSES.

LESSON 1: The British Empire in America

Why are we learning this?

Britain is a leading influence in the world today. It is important you understand why that is.

Ultimately, Britain's influence today can be traced back to the beginnings of its Empire. We have studied some American history this year and we want you to recap it. This begins by looking at why Britain's influence in America began at all.

1. Which European countries established the first successful overseas Empires?

During the 15th century, the first successful countries that built Empires overseas were Spain and Portugal. Both Spain and Portugal established strong colonies in South Americas. Portugal particularly established strong links to Brazil. The Netherlands also established strong links overseas through banking and trade. England lag behind (remember Britain was established with the Act of the Union in 1707).

2. When was North America first colonised by the English?

At the beginning of the 17th century England first colonised North America. In 1606, the Virginia company successfully crossed the Atlantic Ocean and established the first colony of Virginia.

3. Who were the first settlers in New England?

New England was established by the Pilgrim Fathers. The Pilgrim Fathers were puritans who wanted to escape England and begin a life of godliness. New England was highly successful as settlement, by 1640, 20,000 settlers had arrived in New England.

4. What was the effect of European colonisation on the native American population?

The native American population was significantly harmed by the English colonisation of North America. Diseases like smallpox and influenza had a devastating impact on the native American population. In 1500, there were an estimated 2 million Native Americans, however by 1820, there were just 325,000. The English viewed the Native American population as 'savage' and were brutal in their treatment of them.

5. Why were England's Caribbean colonies so profitable?

For England, the Caribbean colonies were more lucrative and profitable than the North American colonies. This was principally down to sugar cane. Sugar cane thrived in the Caribbean's hot and humid environment. It was used to make sugar and alcohol. Sugar was nicknamed 'white gold' and by 1775 the British sugar trade was worth a huge amount more than the tobacco trade more common in the North American colonies.



LESSON 2: The American Revolution

Why are we learning this?

By the late 1700s, Britain had successfully colonised much of North America. 2.4 million people lived in 13 colonies by c.1800. However, there was showing signs of tension and decay. Those living in North America began to become angry with British rule. It is important that you revisit this fantastic story to fully insure you understand how America broke free from British rule. Let's make sure you know it!

1. How did British government of the Thirteen colonies change following the Seven Years' War?

After the Seven Years' War, the British government wanted to exert more control over its North American colonies. For example, they passed laws like the Stamp Act in 1765. The Stamp Act was a forced tax increase that forced colonists to buy British stamped paper in order to print advertisements newspapers and even playing cards.

2. Why did the American colonists adopt the slogan 'no taxation without representation'?

Tax increases caused massive frustration. Colonists felt taxes on tea and paper were too high and began to protest. The phrase 'no taxation without representation' was adopted because it showed their unhappiness with paying a power they had not voted for. Colonists were happy to pay tax to the Colonial assembly because they had voted for it (REPRESENTATION = VOTE) They believed the British government and parliament had no right to tax them as they have not voted for them.

3. How did the British respond to the growing unrest in Boston in 1774?

The colonists were particularly troublesome in Boston, Massachusetts. The colonists held large angry demonstrations against British rule. Britain reacted by stationing troops (the redcoats) in Boston to help manage the situation. In 1770, the British troops fired on angry crowd of demonstrators, killing 5 Boston citizens. This became known as the Boston massacre and was a key moment and in part caused the American Revolution against the British.

4. When did the American Revolution begin?

There were many steps towards the American Revolution. The Boston massacre in 1770 certainly helped to anger opponents of British rule. In 1773, the Tea Act caused further anger because it forced the colonists to purchase expensive East India Company tea. The Tea Act was despised and led to the Boston Tea Party which infuriated King George III. He increased the numbers of troops in Boston (4,000 troops). This series of events increased tension which made the American Revolution more likely. Two sides formed: the Patriots who hated British rule and the Loyalists Who remains loyal to King George III. The American Revolution itself started in a village called Lexington when British troops fought with a patriot militia.

5. What was the American Declaration of Independence?

The American Declaration of Independence was the formal written document that stated that colonists no longer wanted to be ruled by Great Britain. It was approved on the 4 July 1776. The declaration made clear that the original thirteen colonies would become independent states as a part of a new country called the United States of America.



LESSON 3: The American War of Independence

Why are we learning this?

The Declaration of Independence in 1776 did not allow for the 13 colonies' independence. Britain was not simply going to give up the 13 colonies it had built in North America. This vital story and the result of the war led to the very beginning of the United States of America. It is essential that you understand this conflict in order to understand how and why, in part, the USA is now the leading influence in the world. Had the American War of Independence been won by Britain, the world today may have looked very different.

1. What early successes did the British achieve during the War of Independence?

The War started well for Britain. General Howe had 32000 troops and an incredibly strong navy to support him. In 1776, the British took the vital port city of New York and the rebel capital of Philadelphia. This forced the rebellious colonists (the Patriots) to flee and were encouraging early successes for the British.

2. Why did General Burgoyne's campaign in 1777 fail?

As the war dragged on Britain found it harder and harder to maintain mess excesses. The rebellious Patriots became more organised and created an army. This became known as The Continental army and was led by its standing leader George Washington.

General Burgoyne failed for a number of reasons in his campaign in 1777. The North American forests made it challenging for his army to move around. He was outmanoeuvred by The Continental Army over a period of months causing heavy losses to his army (1300 deaths June-October 1777). In October 1777, Burgoyne's army was totally surrounded at a town called Saratoga they were forced to surrender.

3. What role did Benjamin Franklin play during the War of Independence?

Benjamin Franklin was a vital individual during the War of Independence. His crucial action was to bring France into the war on America's side. With French support, George Washington's continental army was incredibly powerful and it became clear by 1780 that an American Victory was likely. Franklin's actions essentially won the war for the rebels/patriots/Americans.

4. What events finally led to American victory in the War of Independence?

Britain made some big mistakes and George Washington was exceptional in his leadership of the continental army. Firstly, Britain marched south and had some early successes in keeping their southern colonies. George Washington followed the British Army and trapped them at Yorktown, with support from the French Navy. The British leader, Lord Cornwallis, surrendered in 1781 which led to the British Parliament voting to end of war in April 1782.

5. How did the founding fathers create a new nation following the war?

Nation-building is incredibly difficult. The founding fathers were instrumental in building a new America after the war. Thomas Jefferson, Benjamin Franklin, George Washington and James Madison were all central in building a new United States of America. A key part of this new nation was the United States constitution (A constitution is a legal set of principles that make clear how people are to be led or governed). The constitution promised liberty (freedom) for all American people, except for the 700,000 African-American slaves. George Washington became the first President of the United States and the new nation's capital city was named after him: Washington DC.



LESSON 4: The British Empire in Australia

Why are we learning this?

The British colonisation of America is a well-known and often told story. However, America was not the only colony of the British Empire. At a time when America was fighting for its independence, Britain was colonising Australia. By looking at Australia's experience of empire, we can make historical comparisons between America's experience and Australia's. This is a crucial skill for any historian.

1. How did James Cook rise to become a captain in the Royal Navy?

James Cook was the naval captain who, aboard his ship Endeavour, sought to capture (colonise) Australia for the British Empire. Cook began his life as a poor farm labourer in Yorkshire. He joined the Royal Navy in 1755 and was quickly promoted through the ranks. He was an intelligent and hard-working man who gained a reputation within the navy for being a very able navigator. He became a well-regarded captain within the Royal Navy.

2. What did Captain Cook achieve on his first voyage to the Pacific Ocean?

On his first voyage, captain Cook sailed around New Zealand and mapped its coastline. Cook and his crew also explored the southern tip of Australia. On his ship, Endeavour, Cook also managed to map much of the Australian coastline. Ultimately, on 13 September 1770, Cook claimed Australia for King George III and was welcomed back to Britain a national hero.

3. Who were the British settlers in Australia?

The first settlers of Australia convicts. The settlement of Australia was a penal colony (settlement used to remove criminals from a country) and was made up of convicts who were deported from Britain to work as prisoners in Australia. Many convicts served out their 7-year sentences and led fulfilling lives in Australia once released.

4. What became the source of Australia's early wealth as a colony?

Throughout the 19th century, Australia became a very prosperous part of the British Empire. Its wealth came predominantly from sheep. Merino sheep from Spain were introduced to Australia and the wool produced by the sheep was sold to countries in Europe. Wool was to Australia, what sugar was to the Caribbean. 'Woolly gold', as it were.

5. How did the British settlers treat the indigenous population in Australia?

Much like America, the indigenous populations were treated appallingly. The Australian indigenous population were known as Aborigines. Similar to the Native Americans, they were nomadic hunter-gatherers and were considered 'savage' by the British. Like the Native Americans, the Aborigines were devastated by conflict with the British. Diseases, such as smallpox, killed huge numbers of Aborigines. Many Aborigines starved or died in long battles with the British colonists. The worst abuses took place on the island of Tasmania. By 1870, not a single Aborigine was left on the island of Tasmania.



LESSON 5: The British Empire – Wealth and Trade

Why are we learning this?

British Empire is a part of British history that is hotly debated. I reading these next two texts you should be able to decide for yourself your own opinion of the empire. It is true to say that the British Empire provided huge wealth and trading opportunities, but it is equally undeniable that the British treated indigenous populations of its colonies appallingly. That is certainly true of America, Australia and India. It is important you understand this part of British history and we will pick this up when we return to school.

1. What consumer goods became widely available in Britain during the 18th century?

The British Empire allowed Britain to have lots of goods from abroad at home. Tobacco became widely available and was incredibly cheap in the 17th century. Goods such as sugar and tea became widely available as did spices from the Far East like ginger nutmeg and cinnamon. This led to a culture of cake making and tea drinking persists to this day. Goods like Fine China became popular as did exotic furs from across the empire, notably beaver furs from Canada.

2. How did colonial trade change the way that people dressed?

The Empire allowed for new materials such as Chinese silk and fine cotton to be brought into Britain during the 18th century. These lightweight materials replaced dull woollen cloth. Cotton and silk could be dyed into beautifully bright colours whereas wool tended to be dull in colour. In short, colonial trade (Buying and selling in the Empire) allowed people to dress more colourfully and more extravagantly. Fashion became important in British society

3. How did the policy of mercantilism encourage trade with Britain's colonies?

Mercantilism was a policy that discouraged European countries from trading with their rivals. In line with Mercantilism, Britain did not wish to trade with its rivals and placed taxes (customs duties) on goods from around Europe. These duties (taxes) made European goods very expensive. Trading within the Empire and its colonies was cheaper, so Britain's colonies benefitted hugely.

4. What effect did trade have on Britain's cities?

The growth of trade in Britain had a huge impact on its cities. All goods from within the Empire had to pass through Britain which meant it sports grew rapidly. Example cities like London Bristol Liverpool and Glasgow became huge buzzing centres of trade. The Empires trade allowed for cities to grow hugely from the 1750s.

5. How did a new British national identity emerge during the 18th century?

Remember, Britain only formed because of the Act of the Union in 1707 (the act unified England and Scotland in to one country - Britain). The British Empire undoubtedly helped to form a national identity. The Scottish people developed closer links with England which helped them, over time, to feel more British as opposed to Scottish. The Empire helped a sense of patriotism in Britain. The empire's economic success made Britain the world's most powerful nation which meant people began to feel proud of being British.

A word of caution, however. We should never forget that Britain's Empire was built largely on African slavery and consequently we should be very careful about how we Express pride in the British Empire



LESSON 6: The British Empire – Ruling the Empire

Why are we learning this?

British rule of its empire is a hotly debated subject. Britain's imperial past (the period of the British Empire) undoubtedly caused huge suffering across the globe. How Britain dealt with that suffering is a source of great shame for the country even in the 21st century. It is important that you understand that the British Empire, whilst economically pioneering and successful, was a time where ethnic minorities under British rule were treated appallingly.

1. Why is the period 1815-1914 sometimes known as the Pax Britannica?

During 1815-1914, there were very few global conflicts or wars. This was down to Britain's dominance of the world. The period is called Pax Britannica.

2. How did the British Empire affect the livelihood of people living in the Raj?

Britain's Empire in India was known as British Raj. It is fair to say that the Empire had both negative and positive impacts on the livelihood of the Indian people. More positively, the infrastructure of India was developed through 24 000 miles of railway track and 50 000 miles of roads. Generally, land was cultivated for farming and under British rule the life expectancy of the Indian people increased by 11 years.

However, the Empire also had a catastrophic effect on many Indian people. Under British rule, India suffered repeated famines. For example, in 1769, the Bengal famine killed an estimated 10 million people. A further famine in 187-78 killed an estimated 5 million people. The famines suffered by India were caused by British farming policies. Indian farmers were encouraged to grow tea and opium, rather than food.

3. How were settlement colonies governed within the British Empire?

Settlement colonies had more independence from British rule. Australia and New Zealand, for example, were inhabited by white settlers who were capable of 'responsible government' in the eyes of the British. The British allowed settlement colonies. The British were happy to allow those governments to control their own colony in many (not all) policy areas.

4. How were dependent colonies governed within the British Empire?

Dependent colonies were very different from settlement colonies. The British did not allow the native populations to govern themselves. Settlement colonies were led and governed by a small number of British officials. For example in the British Raj (India) 1000 British officials ruled over 281 million people. It is fair to say that the dependent colonies saw more bloodshed than the settlement colonies. When the indigenous populations showed anger against the British rule, the British Army could be very brutal in their response.

5. Why did the Boer War cause great damage to the British Empire's reputation?

The Boer War was a brutal conflict that took place in South Africa. Britain tried to expand its power in southern Africa, notably in the Boer state of Transvaal. The Boers were an indigenous group who stood up to the British. The British treated the Boers brutally. The British Army destroyed Boer villages, burnt crops, killed farm animals and set up concentration camps to house Boer families. Concentration camps were terribly dirty and caused 25000 Boer deaths. The British won the Boer War in 1902 but it's global reputation had taken a huge hit. It could be argued that the war began was the beginning of the end for the British Empire.



LESSON 7: Interpretations of the British Empire

Jeremy Paxman Interpretation Questions

1. What point does Paxman make about teaching Empire in schools?

Paxman clearly says that empire history not being taught in schools is a "scandal". He believes that teaching Empire is crucial in a modern British education system.

2. What impact did Empire have on education and immigration in Britain?

Paxman states that the British Empire reshaped the education system without offering any detail and suggest Empire had a significant impact on post-war migration.

3. What does clearly state was an "unforgivable" part of the empire?

In line with all historians, Paxman describes the slave trade as "unforgivable". (Think of what you've read about the slave trade and the treatment of slaves... no doubt you agree with Paxman's view).

4. Paxman believes the Empire was not wholly terrible. What evidence does he state to argue the Empire, whilst not perfect in any way, had some positive influence on the colonised?

Jeremy Paxman makes clear that the Empire is not perfect. Particularly criticizes the slave trade and controlling nature of the empire. However, he does note that the Empire had some positive influence. Example he notes that despite starting slavery we also abolished it. He makes clear that the Empire allowed for infrastructure to be built in the colonies. He states that "roads and railways" were effective. We know in the Raj, for example, that Paxman's point may be a fair one. In the Raj, Britain built 24000 miles of railway and 50000 miles of Road by 1900. These actions can be interpreted as positive, but should never be looked at in isolation and only considered in the wider context of the British Empire in India.

5. What is Jeremy Paxman's interpretation of the British Empire?

Paxman argues that the British Empire was in many ways be positive force, whilst acknowledging it was not perfect buy a long way. **He states that** the Empire was a "complicated" venture. **This is due to** the Empire having huge global influence over Nations like Australia, Canada, India, America and the wider Caribbean. Experience of Empire was very different in all of these locations.

Furthermore, he acknowledges that the Empire Was responsible for "unforgivable" things like the slave trade. **Paxman is right in his assertion because** the slave trade was initially driven by British merchants. It is undeniable that 700 000 slaves were the primary labour force within the empire - the great source of shame. Furthermore, the impact the Empire had on the native Americans and aboriginal people of Australia is entirely negative and incontrovertible, undoubtedly another "unforgivable" part of the Empire.

In addition, Paxman also stated that the Empire was responsible for positive nation-building through trade and building. During British rule, Australia developed into a prosperous colony thanks to the British introduction of Merino sheep, perhaps supporting Paxman's view that the Empire did have some positive influences.

Paxman's interpretation is not convincing because it does not provide sufficient knowledge of the Empire's dark past. It is true the Empire did support the abolition of slavery eventually and did indeed begin to build up nations, but this was at a terrible price. The abolition of slavery came after hundreds of years of slave exploitation - too late. Indeed, the building of infrastructure across the empire coincided with horrendous death and destruction of indigenous populations.



David Olusoga Interpretation Questions

1. What is the root issue with people forming an opinion about Empire according to Olusoga?

Olusoga believes that the key issue with people forming a judgement about Empire is the simple fact that people do not know enough about the actual history of Empire to "make a sound judgement".

2. According to Olusoga, what negative impact did Empire have on the colonies?

Olusoga makes clear that famines slave trading and violence with a key problems in an Empire. These are absolutely true. Famine killed over 15 million people in the Raj. Slave trading took place across the Empire, notably African slaves to the Caribbean and Americas. Violence against indigenous populations was widespread, to be in the Americas and Australia. Olusoga's assertion that the Empire had negative impacts is certainly true.

3. Olusoga firmly believes Empire to be a negative and outdated concept. How does he make this clear in his interpretation (consider what he says about Nations who were never colonised/part of an empire)?

Olusoga is scathing about the British Empire. He makes that clear by discussing the progress of countries that were never part of an Empire. He mentions the Japanese who have become technologically one of the most advanced countries in the world. He also notes that China is now becoming the global superpower with the second largest economy in the world. Olusoga makes clear that he believes Empire may have held these nations back, similarly to India.

4. What is David Olusoga's interpretation of the British Empire?

Olusoga argues that the British Empire caused damage and had add a negative influence on its colonies.

He states that the Empire caused "man-made famines" and was characterised by " my day da-to-day violence". **This is due to** the huge issue of famine in the Raj where 15 million people dies in the 19th century. The violence he references can be supported by the horrendous treatment of the Native Americans in North America and the Aborigines in Australia. Both indigenous populations were ravaged by British disease and British tyranny.

Olusoga makes clear that the Empire held back the colonies it occupied (took over). **This is because of** the impact the Empire had on colonies like India. The British did not leave India until 1947 and Olusoga blames British rule as a key reason for India lagging behind countries like Japan and China in the 21st century.

Olusoga's interpretation is convincing because it is undeniable that atrocities took place in the British Empire. Britain did cause 15 million deaths during several famines in India. Britain did wipe-out indigenous populations in North America and Australia. This does make Olusoga convincing, however it should be noted that the interpretation does not perhaps give the empire a balanced view in terms of more positive influences like infrastructure building and trade development.