

Year 8 - History

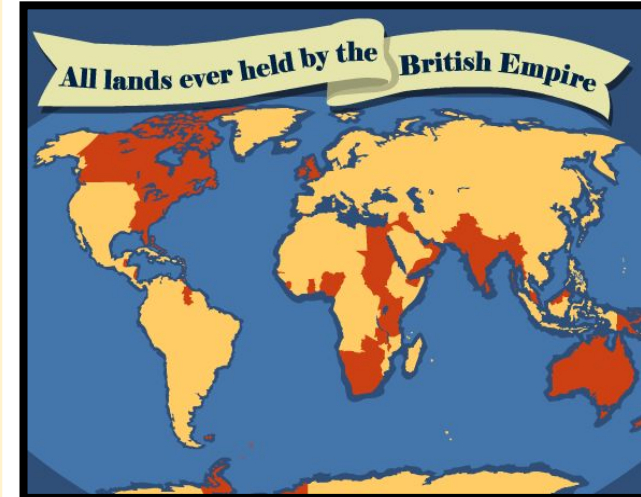
Topic: British Empire

Unit Intent:

Pupils to investigate and study how similar the experiences of the Australians and Indians were under the British Empire.

British Empire

- An empire is land than is taken over and controlled by another country.
- The British Empire began in the late 1500s under Queen Elizabeth I.
- By 1913 the empire had grown to rule over 400 million people, making it the largest empire in history.
- British government and society benefitted economically from the empire.
- The people colonised by the British had British laws and customs imposed upon them, lost their ability to govern themselves and were, in many cases, violently oppressed.



India

In 1600, Queen Elizabeth I approved the creation of the East India Company, a powerful private trading company. The East India Company was started by merchants who wanted to trade in Asia to get spices, cotton and indigo dye and then sell them in England for profit. From 1757, the East India Company began to control the government, economy and education system of India.

By 1857, the sepoys (Indian Soldiers) in the East India Company's army began a rebellion after a rumour spread about a new rifle they would be receiving. To load the rifle soldiers believed they would have to bite off the end of a cartridge which was covered in pigs' and cows' grease. This would have been an insult to both Muslims and Hindus, as it is against the religious beliefs of Muslims to eat pig products and it is against the religious beliefs of Hindus to eat cow products. These events increased the feeling that the British were not respecting Indian values. The British wanted to squash the rebellions.

From 1858 onwards, the British government directly ruled India, and it became known as the British Raj. The British Raj had a significant impact on people living in India. Many Indians suffered from extreme poverty and famines during British rule. The Salt March was a major nonviolent protest action in India led by Mohandas K. Gandhi in March–April 1930. It was directed against the British government's tax on salt, which greatly affected the poorest Indians.

Early Australia

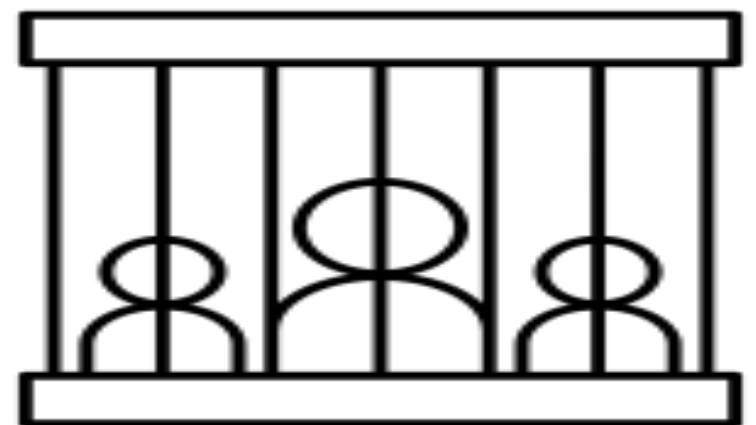
Australia was first discovered by the British between 1768 and 1779 by Captain James Cook. During that time, around 750,00 natives lived there. When the British arrived, they brought new diseases and animals that disrupted their way of life. The number of natives dropped by 90% by 1920. When the natives tried to move into towns and try and better their lives, they were discriminated against and could not find good work.

Australia and Convicts

With every civilization, you need a jail for convicts. The British empire took that a step further. In the late 1700's they wanted to use one of their colonies for all the criminals. They originally wanted to use the Americas as the jail, but the Americas revolted in the 1770's so they turned to Australia. The first camps were established in the 1780's. There were two original convict colonies: Tasmania and New South Wales. Life was rough for the convicts in these colonies. They were taken from their families and were forced to do labour and had a poor life. The transportation of convicts ended in 1852, but by then over 165,000 convicts had been sent to Australia.

Settlers

Settlers began coming to Australia in the 1800's around was small at first. The increase in settlers began in the 1830's with the crisis in Ireland. During the 1940's, there was a large famine and caused many people from Ireland to leave and seek a better life in America or Australia. Settlers increased also in the 1850's when Australia was found to have deposits of gold which intrigued many. People came to get rich and helped boost the economy of Australia. The economy of Australia during this time was dominated by gold and wool and caused the economy to skyrocket. Due to this economic success, many people wanted to be apart of it. This lead to land disputes and violence between the people and the government.



Keyword Spellings and Definitions:

Remember to use your ‘memory method’ techniques to remember 100% of your key terms

Empire - A group of countries controlled by one country/region	Colony – Land that is part of an empire	Trade – Buying and selling goods to make money	Aboriginals – Native people to Australia	Sepoys – Indian soldiers in the East Indian Company army
Crown Rule – A period of British rule of India from 1858-1947	Economy - the state of a country or region in terms of the production and consumption of goods and services and the supply of money	Civilise -Make a place or people more ‘advanced’	Resistance – The act of fighting back against something	Similarity - Factors that are the same between different lands, groups or people

ACE Questions – are you 100% ready to answer these questions based on your learning so far?

Accept	Challenge	Extend
‘The East India Company helped grow Britain's economy’.	‘ James Cook had the right to declare Tera Nullius in Australia’.	‘Some people living in Australia and India under the British Empire challenged colonial control’
How could you accept this statement?	How could you challenge this statement?	How could you extend this statement?

Can you get 100% right?

Cold Questions

1. What is an Empire?
2. Name three countries that were part of the British Empire.
3. What natural resources did India have?
4. What natural resources did Australia have?
5. Why did Britain send convicts to Australia
6. Who was James Cook?
7. Give one reason why India resisted British Rule
8. Who were the Stolen generation?
9. Who signed the charter for the East India Company
10. What was the name of the Indian soldiers in the East India Company?

Hot Questions

1. Name one similarity between the experiences of Australians and Indians under the British Empire.
2. Name one difference between the experiences of Australians and Indians under the British Empire.
3. Which do you think was the most significant reason why Britain wanted to gain and Empire.
4. Explain how the Stolen Generation links to Britain wanting to civilise their colonies.
5. Explain why some British convicts had a positive experience when in Australia.

Challenge Me Question

Explain how not all Indians experiences under the British Empire were the same.

How can I take my learning beyond the classroom? How can you find out more about the British Empire?	
	Watch Horrible Histories – British Empire Report
	The Extraordinary Life of Mahatma Gandhi by Chitra Soundar and Dalia Adillon
	Research the British Empire of BBC Teach, BBC Bitesize and Seneca.

What was the Industrial Revolution?

The Industrial Revolution occurred in Britain between 1750 and 1900. It was a series of huge changes brought about by new technologies:

- **INDUSTRIALISATION:** People moved from making products at home by hand to using machines in factories
- **URBANISATION:** Before most people were living in the countryside, but increasingly they moved to cities
- **POPULATION:** A massive increase in population of Britain and its major cities
- **TRANSPORT:** New forms of transport such as railways connected people across the country

Britain was the first country in the world to industrialise. This made it wealthy and powerful, fuelling the British Empire. Manchester was the world's first industrial city.

CHILDREN'S LIVES

- Children had worked before the Industrial Revolution, but it provided **more opportunities** for child labour.
- Children **as young as 5** worked in **mills/factories** where they could perform fiddly tasks like tying cotton threads, or crawl under dangerous machines
- Children worked in **mines**, where they moved tubs of coal or held trapdoors
- Employers would **beat children**
- **The 1833 Factory Act:** Children under 9 could no longer work. 9-13 year olds could only work 9 hours a day and had to have 2 hours of schooling per day.



LIVING CONDITIONS IN MANCHESTER

- Cities like Manchester were **overcrowded, polluted**, and had high levels of **poverty**
- Many people in slums like **Angel Meadow** stayed in lodging houses, temporary accommodation where you rented a bed or room
- Housing was poorly ventilated, did not have internal running water, and up to 12 people may share a room



TRANSPORT

At first, **Turnpike** trusts were set up to **improve roads** - people paid a toll to use the road which was used to improve it



Later, canals (artificial waterways) were built to transport goods by boat across Britain. The **Bridgewater Canal** was built to bring coal to Manchester to power its factories.



Finally, **railways** were built to transport goods and people across the country. The first inter-city railway travelled between Liverpool and Manchester, and was opened in 1830.



THE FACTORY SYSTEM

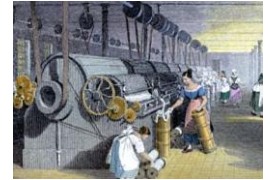
Before: Cottage Industry

- Products produced at home
- Small-scale
- Simple, hand-powered machines
- Slow production, not very profitable



After: Factory System

- Products produced at mills or factories
- Large-scale
- Water or steam-powered machines
- Long hours and dangerous work
- Fast production



URBANISATION

- The Industrial Revolution caused urbanisation - cities grew in size
- In 1750, 20% of the British population lived in towns and cities. By 1881, 68% of the population lived in cities.
- Mills and factories were built in cities so that there would be workers available and good transport links
- People moved from the countryside to the city to work in the factories as they could earn more money there



PROTEST AND THE RIGHT TO VOTE

- In the early 1800s, only the rich had the right to vote
- Huge industrial cities like Manchester were making Britain rich but did not have an MP to represent them
- There was a movement to **reform** the electoral system
- In 1819, at St Peter's Field in Manchester mill workers came to hear **reformer** Henry Hunt speak about the right to vote and getting an MP - the protest ended in a massacre nicknamed 'Peterloo' when the army charged into the crowd
- Though the protest ended in tragedy, by 1832 the Great Reform Act extended the right to vote to middle class men - but not the working class or women.



WOMEN'S LIVES

The Industrial Revolution gave new job opportunities to some women, but most people believed their main responsibility was **domestic** (looking after the home and raising children)

The factory system gave an opportunity for single, working class women to earn a decent wage at mills. Some worked in mines, though this was banned in 1847.

However, it was difficult to do long shifts at mills and look after a family, so many women gave up their jobs after marrying and having children

Most married women continued to do work at home, such as making textiles



Keyword Spellings and Definitions:

Remember to use your 'memory method' techniques to remember 100% of your key terms

Revolution - A period of rapid, widespread and significant change 	Industrialisation - When a country changes from relying on farming to creating factories 	Manufacturing - The creation of products with the help of equipment. 	Entrepreneur - A person who sets up a business. 	Apprentice Someone who works for a particular period of time and often for low payment, in order to learn a person's skills 
Population - the number of people that live in a particular place 	Urbanisation - growing population in cities and towns, with people leaving the countryside 	Lodging House - A house where poor people could pay for an 8 hour sleeping shift, often in shared rooms 	Census - A big survey of the country which tells the government who lives in each house, what they do and where they are from. 	Reform - To change something with the aim of making it better 

ACE Questions – are you 100% ready to answer these questions based on your learning so far?

Accept	Challenge	Extend
<i>'The Industrial Revolution changed the way in which products were made'</i> Why would you accept this viewpoint? Explain your answer.	<i>'The Industrial Revolution helped bring people out of poverty and improved their lives'</i> Why would you challenge this viewpoint? Explain your answer.	<i>'The Industrial Revolution did not just change working lives, it caused people to fight for their political rights'</i> How would you extend this viewpoint? Explain your answer.

Can you get 100% right?

Cold Questions:

- How did the Industrial Revolution change the population of Britain?
- What was cottage industry?
- What was the factory system?
- What kinds of jobs did children do during the Industrial Revolution?
- Why did people move to cities from the countryside during the Industrial Revolution?
- What were living conditions like in Angel Meadow, Manchester?
- Who had the right to vote in 1800?
- What were people protesting about at Peterloo?
- Why did the protest at St Peter's Field end as a massacre?
- Which groups were given the right to vote in the 1832 Reform Act? Which were not?
- What was the final stage of the transport revolution?
- Which kinds of women were more likely to work in mills?

Hot Questions: Remember these should be extended answers

- What advantages did the factory system have over cottage industry? Why?
- Did the poor farm workers who moved to cities like Manchester during the Industrial Revolution improve their lives? Explain your view
- How far did the Industrial Revolution improve the lives of women?
- How far did people gain more rights during the Industrial Revolution?

Challenge Me Questions

Research Quarry Bank Mill using the link below and create a leaflet for the mill advertising what you can see there if you go and visit today. <https://www.nationaltrust.org.uk/quarry-bank>

How would you feel if you were a child pauper apprentice working in a cotton mill in the late 1800s? Explain your thoughts and feelings.

How can I take my learning beyond the classroom?	
	<i>Why not read one of the books or articles below to enhance your knowledge of the topic?</i> <i>Hard Times</i> - Charles Dickens <i>Oliver Twist</i> - Charles Dickens <i>The Bobbin Girl</i> - Emily McCully <i>Mill Girl: A Victorian Girl's Diary 1842-43</i> - Sue Reid
	<i>Places you could visit linked to this topic are:</i> Quarry Bank Mill Astley Mining Museum National coal mining Museum, Wakefield
	<i>Here is the link to a podcast on this topic:</i> The Industrial Revolutions (industrialrevolutionspod.com)
	<i>Watching the videos/films/documentaries below will help you master the knowledge in this topic:</i> Children of the Industrial Revolution https://www.youtube.com/watch?v=Ly9rUiQu-V0 The importance of coal https://www.youtube.com/watch?v=dde_FXU1cY0
	Creative Careers Corner Focus - Academic Librarian National Careers Service Help & Support Manchester - What do they do? - What skills do you need to be one? - What qualifications do you need to be one? - How much are they paid?
	How did the Industrial Revolution impact the rest of the world? How did Britain influence Industrial change in Europe and further afield?

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KNOWLEDGE ORGANISER:

What was the impact of Britain's involvement in the Transatlantic Slave Trade?

What was the Transatlantic Slave Trade?

The transatlantic slave trade refers to the trade of enslaved Africans between the 1400s and 1800s. During this time, Europeans took enslaved people from West Africa across the **Atlantic Ocean** to work in their colonies in North and South America. They were used as free labour on plantations.

The Triangular Trade

- European merchants (traders) took **manufactured goods** to sell in West Africa
- They bought **enslaved Africans** and took them to North America, South America and the Caribbean
- In the Americas, enslaved people were traded for the **raw materials** produced using slave labour on **plantations** like **cotton, cotton, sugar and tobacco**, which were brought back to sell in Europe



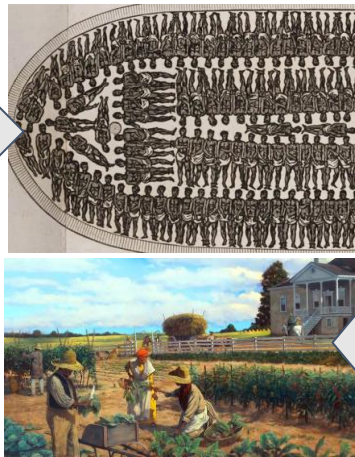
Impact on enslaved people

The Middle Passage

The Middle Passage refers to the middle part of the triangular trade journey. This is where enslaved Africans were taken to America.

Enslaved people were shackled and packed lying down in cramped and dirty conditions

On one slave ship, the *Zong*, 130 enslaved people were thrown overboard



Plantations

Field slaves: Worked growing crops. They worked long hours in the heat.

House slaves: Served the master and his family in the home. They worked long hours cleaning and serving.

Punishments could include whipping

Enslaved people resisted by refusing to eat.

Impact on West African Societies

Asante People

The Asante are an ethnic group living in what is now known as Ghana

Before Europeans arrived, they were farmers, fishers and traders

They were also gold miners and traded ivory



Cape Coast Castle - One of many slave castles built by Europeans on the "Gold Coast", Ghana

Impact of the Slave Trade

British began trading slaves in the Cape Coast and built Cape Coast Castle to imprison enslaved people

- Asante lost productive workers, damaging the economy
- People left the area to escape slavery
- Slavery created conflict between groups, as people tried to capture people to sell into slavery
- People were kidnapped by slavers

Impact in Britain

Raw materials for industrialisation

In the late 1700s-1800s, Britain was **industrialising** - this means it made factories or mills for the first time. The first mills made cotton cloth.

The cotton fibre used in these factories to make cloth came from slave plantations in America

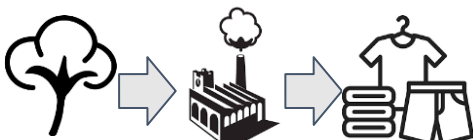
Profit

Slave merchants made huge profits from the triangular trade

Investors in the slave trade made profits, which could also be used to invest in new mills/factories

New Products

The triangular trade also provided products from slave plantations in America and the Caribbean such as sugar, coffee and tobacco. These did not grow in Europe.



Keyword Spellings and Definitions:

Remember to use your 'memory method' techniques to remember 100% of your key terms

Slavery - Where one person is the property of another	Merchants - People who buy and sell products	Traffick - To transport items illegally	Middle Passage - The journey from Africa to America that slaves were forced to take	Rebellion - Fighting against people in charge
Legacy - Something left of passed down from a previous time	Resistance - The act of fighting back against something	Plantation - A large farm that used slaves to grow crops	Trade triangle - the trade route slave ships took between Europe, West Africa and the Americas	

ACE Questions – are you 100% ready to answer these questions based on your learning so far?

Accept Slavery had a devastating impact on African people How could you accept this statement?	Challenge The only British people who benefitted from the slave trade were slave traders How could you challenge this statement?	Extend The impact of slavery can be seen in Manchester and Liverpool today How could you extend this statement?
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Can you get 100% right?

Cold Questions

1. What is slave plantation?
2. What products did British people want that were produced on slave plantations?
3. What was brought to Africa by European merchants to sell there in the triangular trade?
4. What was the Middle Passage?
5. Name two things that made conditions on plantations difficult
6. What raw material was needed to supply mills in Manchester, which came from plantations in America?

Hot Questions

1. Explain how the triangular trade worked
2. Explain three ways that the slave trade impacted West African societies
3. Explain three ways that Britain benefitted from the slave trade
4. Explain how the legacy of slavery is still visible in Manchester and Liverpool today

Challenge Me Question

Explain why the history of slavery is still relevant in the world today

How can I take my learning beyond the classroom? How can you find out more about the British Empire?	
	BBC Bitesize - The transatlantic slave trade https://www.bbc.co.uk/bitesize/topics/z2qj6sg
	Freedom by Catherine Johnson (Fiction) The Story of Slavery by Sarah Courtauld
	Explore maps of the transatlantic slave trade: https://www.slavevoyages.org/blog/tag/intro-maps Explore a timelapse of every slave ship: https://www.slavevoyages.org/voyage/database#timelapse

Knowledge Organiser - To what extent did white abolitionists end slavery in the British Empire?

Ideas behind the abolition movement

Christianity

Christianity taught people that all people were made by God and were equal

One particularly influential group of Christians were the **Quakers**, who campaigned against the slave trade because they saw it as **immoral**.



The Enlightenment

The Enlightenment was a new set of ideas from philosophers and scientists in the 1700s.

Enlightenment philosophers like **John Locke** argued that all people were born with natural **rights** and were **equal**.



The First Abolitionists - Enslaved People

Enslaved people resisted slavery in numerous ways.

Active Resistance

Taking over slave ships on the Middle Passage, the route to the Americas (mutiny)

Violent revolts on slave plantations.



Passive Resistance

Refusing to work on plantations

Working slowly or pretending to be sick

Speaking in native language or using original name

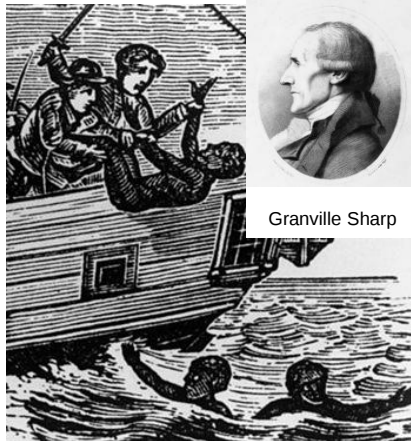


The Zong Massacre Case

In 1781 the British slave ship the *Zong* threw 130 enslaved Africans into the ocean to drown. This was to collect the insurance money.

There was a court case about whether the insurance company had to pay for the lost "cargo" of enslaved people. This brought attention to the horrors of the slave trade.

Granville Sharpe, an abolitionist, tried unsuccessfully to prosecute the ship's crew for murder.



Olaudah Equiano and the Sons of Africa

- Olaudah Equiano was born in West Africa, enslaved and sent to the Caribbean
- After freeing himself from slavery, Equiano came to Britain
- He published his **autobiography** to show people the horrors of being enslaved
- He was part of a group of formerly enslaved people called the **Sons of Africa** who campaigned for abolition



The Sugar Boycott, 1791

The sugar boycott in Britain began in **1791**. It was organized by abolitionists like **William Wilberforce**, **Thomas Clarkson**, and **Olaudah Equiano**



- Much of Britain's sugar came from enslaved Africans working in terrible conditions on plantations in the Caribbean.
- Thousands of families, especially in the middle class, refused to buy slave-grown sugar, choosing alternatives like sugar from India
- The boycott helped raise awareness about the cruelty of slavery and hurt plantation owners financially.

The Abolition of the Slave Trade, 1807

Parliament passed a law in 1807 that banned the British from buying and selling enslaved people - however, this did not free those who were already enslaved across the British Empire.

What factors led to this decision?

Abolition Campaigns

The work of abolitionists like Granville Sharpe, William Wilberforce and Olaudah Equiano

Resistance by enslaved people

There were revolts of enslaved and formerly enslaved people in the Caribbean

Economic Factors

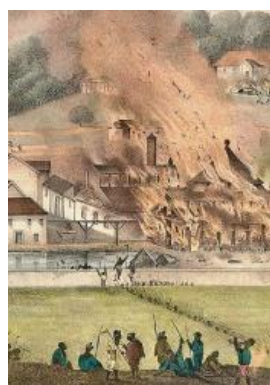
The slave trade was becoming less profitable, Britain was more focused on industrialisation

The Baptist War in Jamaica, 1831

The **Baptist War** (also called the **Christmas Rebellion**) was a massive slave uprising in **Jamaica** in **1831-1832**, led by an enslaved preacher named **Samuel Sharpe**

British brutally crushed the uprising within **two weeks**, killing around **500 enslaved people** during and after the revolt. Samuel Sharpe was captured and executed,

The rebellion shocked Britain and convinced many that slavery was unsustainable.



The Abolition of Slavery, 1833

- All enslaved people would be **freed** throughout the British Empire **except** those held by the East India Company, the islands of Sri Lanka and Saint Helena.
- All owners of enslaved people would be **compensated** by the British government for the loss of 'property'.
- Whilst they were no longer considered legal property, previously enslaved people had to repay some of the cost of their own freedom through the Apprenticeship System. This meant previously enslaved people had to work on the plantations of their ex-masters, unpaid, for up to six years.

Keyword Spellings and Definitions:

Remember to use your 'memory method' techniques to remember 100% of your key terms

Philosopher - Someone who creates theories on big questions like what is right or wrong, or the meaning of life 	Abolition - The act of ending or stopping something 	Active resistance - acting to harm someone in charge or damaging their property in protest. 	Passive resistance - peacefully refusing to follow orders or rules of someone in charge 	Massacre - the brutal killing of many people, usually in a violent and cruel way 
Autobiography - A book in which someone writes their own life story 	Boycott - To refuse to buy a product/take part in an activity as a form of protest 	Parliament - The group of people responsible for passing laws in a country 	Uprising - Rebelling against authorities or government, usually violently 	Compensation - something, often money, awarded to someone to make up for a loss or harm done to them 

ACE Questions – are you 100% ready to answer these questions based on your learning so far?

Accept	Challenge	Extend
<i>“The British public began to turn against slavery in the late 1700s”</i> Why would you accept this viewpoint? Explain your answer.	<i>“The abolition campaign was led by white men”</i> Why would you challenge this viewpoint? Explain your answer.	<i>‘Britain abolished slavery for a range of different reasons’</i> How would you extend this viewpoint? Explain your answer.

Can you get 100% right?

Cold Questions:

1. What were the key ideas of the Enlightenment?
2. Which Christian group campaigned against slavery?
3. What happened on the Zong ship?
4. What was the aim of the sugar boycott?
5. Who was Olaudah Equiano?
6. Name three reasons the slave trade was banned in 1807
7. Who led the slave uprising in Jamaica in 1831?
8. Who received compensation after slavery was banned in the British Empire in 1833?
9. What was the apprentice system used from 1833 onwards?

Hot Questions: Remember these should be extended answers

1. Why did public opinion turn against slavery in the late 1700s?
2. Why should we consider enslaved people the 'first abolitionists'?
3. In what ways was the decision to end slavery in the British Empire an economic decision?

Challenge Me Questions

Was the abolition of slavery in 1833 a complete victory for enslaved people? Explain your view

Who received the compensation after the end of slavery in the British Empire? Research who the biggest beneficiaries were and how much they received

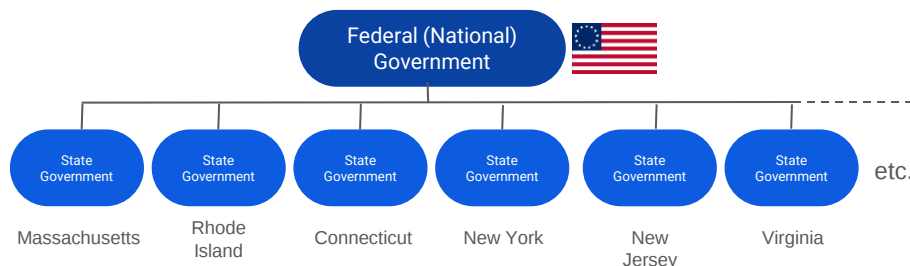
How can I take my learning beyond the classroom?	
	<i>Why not read one of the books or articles below to enhance your knowledge of the topic?</i> <i>The Treasury's tweet shows slavery is still misunderstood - David Olusoga, Guardian website</i> <i>How did the slave trade end in Britain? - Royal Museums Greenwich website</i>
	<i>Places you could visit linked to this topic are:</i> International Slavery Museum, Liverpool
	<i>Watching the videos/films/documentaries below will help you master the knowledge in this topic:</i> Why Did Britain Abolish Slavery in 1833? History Hit https://www.youtube.com/watch?v=KiGD2oUPi88
	Use the link below to research the career of an Member of Parliament. https://nationalcareers.service.gov.uk/job-profiles/mp#:~:text=As%20an%20MP%2C%20you'l,debate%20issues%20and%20ask%20questions

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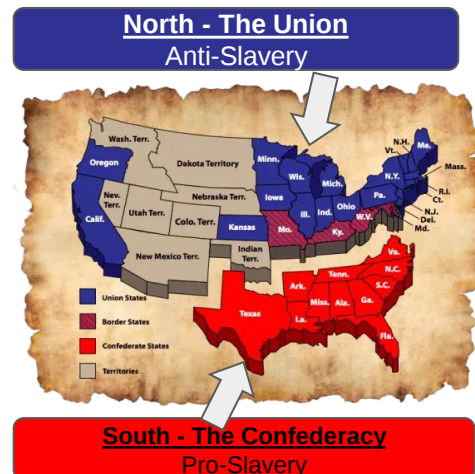
Knowledge Organiser - What were the most significant impacts of the American Civil War?

Context - How was the United States of America created?

- The **Thirteen Colonies** were part of the British Empire, created in the 1600s-1700s
- They **rebelled against Britain** because they had to pay taxes but had no say in the taxes or laws passed by Parliament - the colonists said '**no taxation without representation**'
- They **declared independence in 1776** and created a new **federal system of government** - this is where power is shared between **state governments** and a **central government**
- After defeating Britain in the Revolutionary War they became an independent country - the United States of America

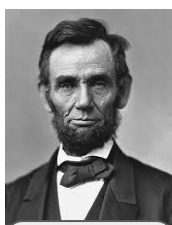


Who fought in the American Civil War (1861-1865)?



What created tension between northern and southern states in the 1800s?

- Slavery was legal in the South but illegal in the North
- The USA was expanding farther west - every time a new state was added to the "Union" of the USA there was tension over whether it would be a **free state** or a **slave state**
- In 1860 **Abraham Lincoln** became president of the USA - he opposed slavery and the south feared he would ban it
- The South then **seceded** from the Union - claiming it was no longer part of the USA.



President
Abraham
Lincoln

What was the trigger of the American Civil War in 1861?

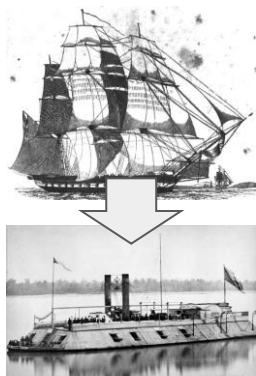
- The southern states declared they were now an independent country - the **Confederacy** - but the Union in the north did not recognise them as legitimate
- **Fort Sumter** was a fort in South Carolina, in the south, but had northern Union troops stationed there, who refused to leave.
- Confederate troops fired over 3,000 shells on the fort. After just over a day, the Union troops surrendered



Attack on Fort Sumter,
1861

How did the Civil War transform technology?

- **Ironclad warships** replaced wooden warships
- **Hot air balloons** were used for aerial reconnaissance
- **Rifled muskets** were new, more accurate guns
- **Telegraphs** were used to communicate orders
- **Railroads** were used to transport soldiers
- New **pavilion style hospitals** were built that were more hygienic



What was the impact of the Civil War on soldiers and families?

- The war tore families apart, with '**brother fighting brother**'
- Many ex-soldiers who deserted the army formed **criminal gangs** after the war. These gangs were armed and intimidating, and law enforcement was weak.
- Women and children were left at home, often struggling economically
- Around **620,000 soldiers** died, leaving many women **widowed** and entitled to **pensions** from the US government after the war.



Photograph of a Union
Soldier, 1862

What was the impact in Britain?

- Manchester in the 1800s was known as 'Cottonopolis' as it produced so much cotton cloth in mills
- 90% of **cotton fibre** used in Lancashire mills was **grown by slaves in the USA**
- During the Civil War, the Union (north) **blockaded** the Confederacy (south) so they could not trade with Britain
- This caused a '**cotton famine**' in Manchester, causing unemployment
- Britain sent '**blockade runners**' to break the blockade and trade weapons for cotton with the Confederacy (south)



Lancashire Cotton
Mill, 1800s

Did Union victory deliver freedom for African Americans?

- The **Union (north) won the war in 1865** and all **4 million enslaved people in the south were declared free**
- Despite being legally free, many formerly enslaved people faced barriers in the '**Reconstruction Era**' after the war::
 - Black Codes were introduced in the south from 1865 - these were laws which limited Black Americans' rights
 - The Black Codes were removed by US Congress
 - However, the southern states responded by passing the '**Jim Crow Laws**' which segregated (separated) Black and White Americans.

Keyword Spellings and Definitions:

Remember to use your 'memory method' techniques to remember 100% of your key terms

<u>Taxation:</u> Money paid to the government	<u>Tyranny:</u> Unfair or cruel government, in which people have no rights and must obey	<u>Civil War:</u> A war within a country, rather than between two countries	<u>Tension:</u> Unfriendly or bad relationship	<u>Secede:</u> to break away from a group or union and become independent
<u>Trigger:</u> an event that leads to other events, or incites a response	<u>Abolish:</u> Ban or remove something	<u>Legitimate:</u> according to law, legal	<u>Industrialisation:</u> The development of industries (factories, mining, steel works)	<u>Segregate -</u> To separate groups

ACE Questions – are you 100% ready to answer these questions based on your learning so far?

Accept	Challenge	Extend
‘The American Civil War was the first modern war due to new technology.’	‘The American Civil War only affected the soldiers who fought in it’.	‘Despite the Union winning, African Americans were not truly free after the Civil War ended’
How could you accept this statement?	How could you challenge this statement?	How could you extend this statement?

Can you get 100% right?

Cold Questions

1. In which part of the USA was slavery legal?
2. Which anti-slavery president was elected in 1860, causing fear that slavery would be banned?
3. What does it mean to secede from the USA?
4. What did the southern states call themselves once they had seceded from the USA?
5. What was the attack that triggered the American Civil War?
6. How many soldiers died in the American Civil War?
7. What were the new warships used during the American Civil War?
8. What new forms of communication were used during the American Civil War?
9. Why did the American Civil War cause a ‘cotton famine’ in Lancashire?
10. What were Black Codes?
11. What were the Jim Crow Laws?

Hot Questions

1. Explain why the USA expanding caused tension between the North and South
2. Explain why Abraham Lincoln’s election caused the south to secede from the USA
3. Explain why the Confederates attacked Fort Sumter
4. Explain three ways in which the American Civil War transformed warfare
5. Explain two ways people on the ‘Home Front’ were impacted by the American Civil War
6. Explain Britain’s role in the American Civil War
7. Explain how the freedoms of Black Americans were limited even after slavery was abolished

How can I take my learning beyond the classroom?



Watch - The American Civil War 1861-1865
<https://www.youtube.com/watch?v=38KcVu5DkhA>



The River Between Us, Robert Peck
Across Five Aprils, Irene Hunt



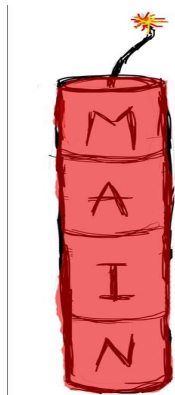
Research the Shiloh
Research the Battle of Gettysburg

Challenge Me Question

Was the Union right to not accept the legitimacy of the Confederacy?
Explain your view

GLUE HERE

Long term causes of World War 1 - MAIN



Cause	Meaning	Example
Militarism 	Building up your country's army.	Germany and Britain were in a naval arms race, competing to have the most battleships
Alliances 	A group of countries who agree to work together and protect each other.	The Triple Alliance was between Italy, Germany and Austria-Hungary
Imperialism 	Increasing your country's power by taking over other countries - building an empire.	Germany planned to gain a global empire to compete with France and Britain
Nationalism 	The belief that your country is the best.	Britain saw itself as superior and having the right to rule over the largest empire in the world.

Short term causes of World War 1

In 1914, **Archduke Franz Ferdinand** of the Austro-Hungarian Empire was assassinated in Sarajevo, Bosnia

Gavrilo Princip was the assassin

He was part of the **Black Hand Gang** - a Serb nationalist group who wanted Bosnian Serbs to be free of Austro-Hungarian rule.

The assassination led to war between Austria-Hungary and Serbia. Due to the alliance systems in place, other countries soon joined the conflict.



Military Recruitment

- By December 1914, 1 million **volunteered** to fight for Britain
- **Pals Battalions** allowed friends to fight together on the front
- **Conscription** (forced military service) was introduced in 1916
- **Conscientious objectors** were those who refused to fight for moral or religious reasons

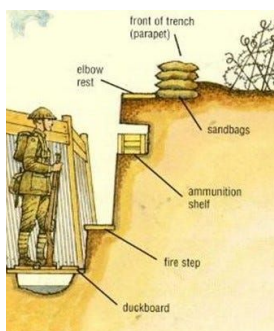


Trench Warfare on the Western Front

The Western Front was in France & Belgium

Trenches provided excellent defence, leading to a **stalemate** on the Western Front.

Life in the trenches was difficult and dangerous. There were rats, risk of disease like trench foot, limited food, and constant danger.



Going over the top to **No Man's Land** (the area between the two **lines of trenches**), was dangerous due to obstacles like barbed wire, enemy machine guns and snipers.

The Battle of the Somme

- A major battle on the Western Front, led by **Field Marshal Haig**
- The British attacked the German trenches near the Somme River to distract Germany from its attack on **Verdun**
- The plan was to destroy German defences with **artillery** before sending British infantry across No Man's Land to capture German trenches.
- The **German defences, however, were not destroyed**. This resulted in 19,000 British deaths on the first day
- Britain pushed the Germans back 6-10 miles, but at a cost of 160,000 British soldiers' lives.

Home Front

- The Defence of the Realm Act (DORA) placed restrictions on civilians, for example not being allowed to discuss military matters in public
- There were food shortages due to Germany attacking British shipping
- Rationing was not introduced early on, causing a rush on food when it was available.
- There were air raids using Zeppelins (airships) and later on Gothas (planes)



Soldiers of the Empire

Britain did not fight alone in WW1. The colonies of the British Empire provided soldiers. Below are the numbers of soldiers from key colonies:

- India: 1.4 million.
- Canada: 628,000
- Australia: 412,000
- South Africa: 136,000
- New Zealand: 128,000



ACE Questions – are you 100% ready to answer these questions based on your learning so far?

Accept	Challenge	Extend
“Soldiers on the Western Front were traumatised by their experience” Why would you accept this viewpoint? Explain your answer.	“Life continued as normal for civilians on the home front” Why would you challenge this viewpoint? Explain your answer.	“Soldiers in the Middle East had somewhat different experiences to those on the Western Front” How would you extend this viewpoint? Explain your answer.

Can you get 100% right?

Cold Questions:

1. What were the MAIN causes of World War 1?
2. Who was assassinated in 1914 and by whom?
3. What is the area between the two lines of trenches called?
4. Why was there a stalemate on the Western Front?
5. Who led the British Army at the Battle of the Somme?
6. What went wrong during the Battle of the Somme?
7. How many British casualties were there on the first day of the Battle of the Somme?
8. Who were the Ottoman Empire and which side did they join?
9. What dangers did the British and Indian soldiers face in the Middle East?
10. What was DORA?
11. Why were there food shortages on the home front?

Hot Questions: Remember these should be extended answers

1. Why were the trenches so dangerous?
2. How did life change for civilians on the home front?
3. How did soldiers' experiences differ in the Middle East?

Challenge Me Questions

Is the Battle of the Somme an example of ‘Lions led by Donkeys’? Explain your view

How can I take my learning beyond the classroom?	
	Why not read one of the books or articles below to enhance your knowledge of the topic? <i>Terrible Trenches - Horrible Histories</i> <i>The Trenches - Jim Eldridge</i> <i>The Silver Hand - Terry Deary</i> <i>Armistice Runner - Tom Palmer</i>
	Places you could visit linked to this topic are: Imperial War Museum, Salford
	Watching the videos/films/documentaries below will help you master the knowledge in this topic: War Horse (Film)

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