Collins

Key Stage 3

Modern Britain

1760–1900

Teacher Guide

Robert Peal

William Collinsqdream of knowledge for all began with the publication of his first book in 1819. A self-educated mill worker, he not only enriched millions of lives, but also founded a flourishing publishing house. Today, staying true to this spirit, Collins books are packed with inspiration, innovation and practical expertise. They place you at the centre of a world of possibility and give you exactly what you need to explore it.

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Knowledge-based history teaching

Knowing History is a knowledge-based history scheme. It is designed to build pupils' thinking from the bottom-up, where subject knowledge provides a gateway to a rich and rewarding understanding of history.

If historical understanding is like a mosaic, then the individual tiles represent discrete portions of historical knowledge. Taken on its own, a single date, event, place or person can seem meaningless to a pupil. But when pupils can place that tile of information in the context of many more tiles, a picture of the past will soon develop their minds.

Recent works by cognitive scientists have shown that pupils need to have a large amount of subject knowledge stored in their long-term memory in order to become competent at any subject. Pupils are far more capable of 'thinking historically' when faced with topics they know and understand.

For this reason, *Knowing History* is designed to teach history in a clear and deliberate fashion, where content knowledge is secured before complex tasks are undertaken.

In each chapter, a core narrative is presented. The *Teacher Guide* then breaks down that narrative into key vocabulary, dates and people to help scaffold pupils' learning. For ease of reference, this key content is collected at the end of each unit into a 'knowledge organiser'. Knowledge organisers allow pupils to test themselves, and allow teachers to design quick factual recall tests, ensuring that all pupils master important knowledge at an early stage.

Once this knowledge has been mastered, the *Teacher Guide* recommends historical sources for pupils to analyse and 'thinking deeper' questions for pupils to answer. These have been carefully chosen to seize pupils' interest and complement the core narrative of the Student Book.

Knowing History is designed with the intention that complex tasks – such as source analysis and extended writing – are pursued as the outcomes of having learnt historical content, rather than being the means for doing so. Pupils will be far more capable of, and confident about, completing such tasks once they have achieved an essential understanding of the period in question.

Like all subjects, history is best learnt by relating new information to prior knowledge. For example, pupils will better understand the Indian Rebellion of 1857, if they have previously learnt about the colonisation of India by Britain's East India Company during the 18th century. Therefore, the *Teacher Guide* lists topics and vocabulary from previous chapters that should be revisited, before each new chapter is introduced.

Knowing History provides an essential framework for pupils to learn about the past, but it does not pretend to be exhaustive. The core narrative provided *by Knowing History* should be complemented with as many examples of historical evidence, activities and texts from other sources that you – the teacher – see fit.

Lesson structure

The recommended lesson structure for teaching from *Knowing History* is based on cognitive science and research into highly effective teaching, adapted for use in the history classroom. It follows a structure of **recap, pre-teach**, **read**, **condense**, **apply**, **review**.

1. **RECAP on previous learning:** Start lessons with a short review of previous learning. This serves two purposes. First, frequent review of subject content strengthens its place in pupils' long-term memory, and helps make the recall of words, people, events and concepts automatic. Second, it brings to the front of pupils' minds the relevant prior knowledge that they need to draw upon to understand the new chapter. This may come from the immediately preceding chapter, or from a completely different unit. For example, during a lesson on campaigns for social reform during the 19th century (5.3), you may want to recap factory conditions during the early industrial revolution from the same unit (5.2), but you may also want to recap the campaign for the abolition of the slave trade from a previous unit (2.5). Suggested recap material is listed in the *Teacher Guide*, along with key vocabulary. Definitions for these terms can be found in the knowledge organiser, or – if the term is covered in a previous unit or book – in the *Knowing History* glossary. Recap material could be covered through a starter activity, a short quiz or oral question and answer.

2. **PRE-TEACH difficult new material:** Before reading the text, you may want to 'pre-teach' any particularly challenging new material. This could include keywords, complicated geography or a tricky concept. For example, before teaching the first lesson on the Industrial Revolution (4.1), you may want to ensure pupils understand what is meant by a 'revolution', and encourage pupils to consider other revolutions they may know of from their wider historical knowledge.

3. **READ new material:** Each chapter is around 750 words. You may wish to ask pupils to read sections of the text independently, or choose to read it as a whole class. Along the way, make sure that you are continually asking questions, illustrating important points and clarifying any confusion.

4. **CONDENSE new material into an easily understood format:** Pupils should then reproduce the information in a new format which will aid their understanding. This can be something as simple as answering factual comprehension questions, but activities could also include:

    -   **Producing an illustrated storyboard:** helpful for chapters which present a clear narrative, such as the colonisation of India by the East India Company (1.2).

    -   **Annotating a map:** useful for information with an important geographical component, such as the European colonisation of Africa during the late 19th century (6.4), or the major events of the Seven Years War (1.4).

    -   **Annotating an image:** annotating an image or an illustration can help pupils understand visual information, such as a diagram of the French Ancien Régime (3.1).

    -   **Completing a worksheet:** this allows pupils to sort complex information in a format which clarifies its meaning. For example, pupils complete a worksheet on how a steam train engine works, to ensure that they understand that coal heats water to produce steam, which then drives pistons to produce power, which can then drive the train forward (4.4).

    These activities should be followed by a whole-class check, to ensure that pupils have completed the task correctly, and to clarify any confusion that may have arisen. This can be done through self-assessment, peer-assessment or simple question and answer.

5. **APPLY new knowledge:** having acquired new knowledge, it is then time to apply it. This could take place at the end of the lesson where knowledge is acquired, or during a following lesson. Ways to apply new knowledge include:

    - **Source analysis:** the *Knowing History* scheme presents sources as a part of the curriculum, which should be studied in their own right. For this reason, carefully chosen sources are suggested for each chapter. For example, when studying the American Revolution (2.1), a contemporary cartoon entitled 'The able doctor, or America swallowing the bitter draught' (available online via the British Museum) provides a satirical representation of the colonists' grievances at the impositions of the British government.

    - **Further reading:** once pupils have mastered the basic outline of a period through a chapter in *Knowing History*, you may want to introduce a more complex or detailed text. This could include a passage from an adult history book, an article from a historical magazine or a text from a reputable online source.

    - **Extended writing:** answering a well-designed historical question encourages pupils to think more deeply about the content they have studied. The five 'check your understanding' questions at the foot of each chapter, and the two 'thinking deeper' questions in the *Teacher Guide*, can be used as a basis for such questions. Such extended writing should encourage pupils to make links between different periods they have studied, building increasingly complex networks of historical understanding.

6. **REVIEW material learnt:** lessons should be interspersed with quick diagnostic checks, to ascertain the level of understanding that pupils have achieved. To help with this process, a list of carefully designed Quiz questions (10 per chapter) is listed at the back of the *Teacher Guide*. Such activities are crucial in helping to strengthen pupil memory: the more pupils rehearse and review information, the stronger their memory becomes.

End of unit essays: You may want to end each unit with a piece of extended writing, answering a question that draws upon knowledge from all five chapters in the unit. For example, having completed Unit 1: The British Empire, pupils could answer a question such as: 'To what extent do you agree that the British gained their Empire "in a fit of absence of mind"?'

Further reading:

Daniel T. Willingham, *Why Don't Students Like School?: A Cognitive Scientist Answers Questions About How the Mind Works*, 2009

Peter C. Brown (*et al*), *Make It Stick: The Science of Successful Learning*, 2014

Barak Rosenshine, *'Principles of Instruction: Research-Based Strategies That All Teachers Should Know'* in American Educator, 2012

Shaun Allison and Andy Tharby, *Making Every Lesson Count: Six Principles to Support Great Teaching and Learning*, 2015

Unit 1: The British Empire
Chapter 1: America

Recap

- Columbus crossing the Atlantic, and the exploration and settlement of the 'New World'.
- Puritans in 17th-century England.
- Vocabulary to recap: colony; empire; native; New World; privateer; Puritan.

<table>
<tr><td colspan="2">Key vocabulary</td></tr>
<tr><td>Barbados</td><td>Caribbean island, and one of England's first major sugar-producing colonies</td></tr>
<tr><td>Indigenous</td><td>Originating in a particular place</td></tr>
<tr><td>Mayflower</td><td>Ship that carried the first settlers to New England in 1620</td></tr>
<tr><td>Pilgrim Fathers</td><td>Name of the first settlers in New England, known for their religious Puritanism</td></tr>
<tr><td>Thirteen colonies</td><td>The original British settlements along the east coast of North America</td></tr>
<tr><td>Virginia</td><td>The first English colony in North America, named after Elizabeth I</td></tr>
</table>

Key dates

1606 Virginia Company granted a Royal Charter

1627 Barbados Company granted a Royal Charter

Check your understanding

1. **Which European countries established the first successful overseas empires?**
   Answer: Spain led the way amongst European countries in establishing new colonies in the Americas, such as Mexico and Peru. Portugal developed the most extensive trading routes, spreading from Brazil to Indonesia.

2. **When was North America first colonised by the English?**
   Answer: The first part of North America to be colonised by the English was Virginia. The Virginia Company was granted a Royal Charter by King James I in 1606 to explore and cultivate the colony. Settlers in Virginia soon discovered that tobacco grew well in the Virginian soil and climate, so built large tobacco plantations.

3. **Who were the first settlers in New England?**
   Answer: The first settlers in New England were a group of 102 passengers on the *Mayflower*, which landed at Cape Cod in 1620. Many of the passengers were Puritans, who wanted to create a community of perfect godliness in the New World. For this reason, they were known as the Pilgrim Fathers.

4. **What was the effect of European colonisation on the Native American population?**
   Answer: Native American people suffered enormously as their lands were colonised by English settlers. European diseases such as smallpox and influenza devastated the indigenous population, which plummeted from an estimated 2 million in 1500 to just 325,000 in 1820.

5. **Why were England's Caribbean colonies so profitable?**
   Answer: England's Caribbean colonies were so profitable due to the cultivation of sugar, known as 'white gold'. Sugar cane – which was originally from South Asia – was introduced to Barbados in 1643, and it thrived. By 1775, the American sugar trade was worth five times more than the tobacco trade.

Suggested activities

- Label a map of North America and the Caribbean, including details from this chapter such as Virginia, Roanoke, New England, and Barbados and the Caribbean.

- Pupils match the place names of different locations in the thirteen colonies to explanations of their English origin, such as matching 'Maryland' with 'named after Charles I's wife Henrietta Maria'. Other examples could include Virginia, Jamestown, Baltimore, Pennsylvania, New York, New Hampshire, Plymouth, New Jersey, Carolina, Charleston, Georgia, Delaware and Williamsburg.

Sources

- Illustration of European settlers trading with Native Americans in Theodor de Bry's *America*, available via the British Library.

- 1628 woodcut by Matthaeus Merian, depicting the Indian Massacre of 1622 in Virginia.

- Thomas Morton's account of New England Indians in *The New English Canaan*, 1637. Available online via the Smithsonian Source website.

- Extracts from William Bradford's account *Of Plymouth Plantation*.

Thinking deeper questions

1. What do you think motivated British people to settle in America and the Caribbean?

2. How do you think the New England colonies differed from the plantation colonies of the American south, and of the Caribbean?

Unit 1: The British Empire

Chapter 2: India

Recap

- Vasco da Gama's journey to India in 1497, and the establishment of European trade routes to India via sea.

- Vocabulary to recap: colony; empire.

Key vocabulary

Battle of Plassey	Key victory for Clive and the East India Company against the *nawab* of Bengal
Bengal	Wealthy province in northeast India, where the British built their factory called Calcutta
East India Company	Company formed in 1600 with rights to trade between India and England
Factories (colonial)	Coastal trading posts where merchants can do business in foreign lands
Mughals	Dynasty originally from Central Asia that ruled much of India from the 16th to the 19th century
Nawab	Prince granted a province of India to rule on behalf of the Mughal Emperor
Treaty of Allahabad	Treaty granting government of Bengal province to the East India Company

Key dates

1600 East India Company granted a Royal Charter

1757 Battle of Plassey

1765 Treaty of Allahabad

Key people

Robert Clive Officer in the East India Company who became Governor of Bengal Province

Thomas Pitt British merchant in India, made his fortune selling the world's largest diamond

Check your understanding

1. **Who ruled India during the 16th and 17th centuries?**
   Answer: During the 16th and 17th centuries, most of India was ruled by the Mughal Emperor. Each province of India was then granted to a prince, known as a *nawab*, to rule on the Emperor's behalf.

2. **Where did the East India Company conduct its trade during the 17th century?**
   Answer: During the 17th century, the East India Company conducted its trade from three different coastal trading posts, known as factories. They were Bombay on India's western coast, Madras in the southeast, and Calcutta in Bengal (northeast India). The East India Company paid little attention to India's interior.

3. **What was happening to the Mughal Empire by the 1740s?**
   Answer: By the 1740s, the central power of the Mughal Emperor in India was breaking down. Across India, the *nawabs* – who were supposed to rule their province on behalf of the Emperor – were turning away from the Emperor's authority and establishing their own kingdoms.

4. **Why was the Treaty of Allahabad a turning point in the history of the British in India?**
   Answer: The Treaty of Allahabad was a turning point in the history of the British in India, as it marks the beginning of the British Empire in India. The Treaty gave the East India Company the right to tax the 20 million inhabitants of Bengal, and turned the Company's attention towards territory and taxation.

5. **How far had British rule in India spread by 1815?**
   Answer: By 1815, the East India Company ruled much of northeast India, spreading from Bengal towards Delhi; the entire eastern coast from Calcutta to the Carnatic; and a growing stretch of India's western coast. The Company even had the Mughal Emperor himself under their protection.

Suggested activities

- Create a storyboard detailing the 18th-century colonisation of India by the East India Company.

- Label a map of India, including details from this chapter, such as Madras, Bombay, Calcutta, Bengal Province, Plassey and Delhi. Pupils could then shade in the regions of India that had fallen under British rule by 1815.

- Complete a chart comparing the nature of the East India Company before and after the Treaty of Allahabad in 1765.

Sources

- Painting of the Court of the Mughal Emperor Jahangir, as he invests a courtier with a robe of honour, watched by the English ambassador Sir Thomas Roe. Available online via the British Museum.

- *Robert Clive and Mir Jafar after the Battle of Plassey*, 1757. Available online via the National Portrait Gallery.

- Robert Clive's speech to the House of Commons on India in 1772, in which he recounts the consequences of his victory at Plassey. Available online via the Fordham University Sourcebook.

- *Tipu's Tiger*. A life-sized model of a tiger mauling a British army officer, commissioned by Tipu Sultan, the ruler of Mysore, during the 1790s. It was taken by the British after Tipu Sultan was defeated, and killed by the East India Company in 1799, and brought back to London. Available online via the Victoria and Albert Museum.

Thinking deeper questions

1. How was the British presence in India different before and after the Treaty of Allahabad?

2. To what extent do you think that the British planned the East India Company's rule of India?

Unit 1: The British Empire
Chapter 3: Australia

Recap

- The colonisation of America, in particular the fate of the Native American population.

- Ensure that pupils have a basic geographical understanding of the Pacific Ocean, and the whereabouts of Australia.

- Vocabulary to recap: colony; empire.

Key vocabulary

Aborigine	Nomadic hunger-gatherer population native to Australia and nearby islands
Endeavour	The ship that Captain Cook sailed on his first voyage to Australia
Penal colony	A remote settlement used to exile convicted criminals from the general population

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Key dates

1770 Captain Cook claims Australia for Britain

1788 The first fleet of 11 convict ships reaches Australia

Key people

James Cook British explorer and navigator who mapped Australia's eastern coastline

Joseph Banks Botanist on board the *Endeavour* who studied Australia's plants and wildlife

Check your understanding

1. **How did James Cook rise to become a Captain in the Royal Navy?**
   Answer: James Cook rose to become a Captain in the Royal Navy by joining the navy in 1755 and being promoted quickly through the ranks. He taught himself Greek, geometry, and astronomy – all subjects needed to be able to navigate at sea. By 1768, Cook had gained a reputation as the most able navigator in the Royal Navy.

2. **What did Captain Cook achieve on his first voyage to the Pacific Ocean?**
   Answer: On his first voyage to the Pacific Ocean, Captain Cook sailed around the two islands of New Zealand, and mapped its coastline. He then continued to Australia, where he mapped its eastern coastline. He landed in Australia at Botany Bay in April, and in September 1770 he claimed Australia as a British possession.

3. **Who were the first British settlers in Australia?**
   Answer: The first major group to settle in Australia were British convicts. They were usually sentenced to seven years of forced labour, often just for petty crimes. For eighty years, from 1788, around 161,000 convicts were deported from Britain to work as prisoners in Australia.

4. **What became the source of Australia's early wealth as a colony?**
   Answer: The source of Australia's early wealth as a colony was merino sheep from Spain, whose fine wool was highly sought after in Europe. By 1821 there were 290,000 sheep in Australia.

5. **How did the British settlers treat the indigenous population in Australia?**
   Answer: The early colonists treated the native population of Aborigines in Australia very badly. They were devastated by European diseases such as smallpox, and as British settlers claimed Aboriginal hunting lands, more Aborigines starved or died in long-running battles with the colonists. By 1876, there was not a single Aborigine left on the island of Tasmania.

Suggested activities

- Label a map with the route of Captain Cook's first voyage of exploration, and the significant moments and encounters he and his crew had.

- Study some stories of individual convicts to Australia, and write an imaginary account of a convict's first impressions of life in the penal colony.

Sources

- *The Death of Captain James Cook, 14 February 1779* by Johann Zoffany. Available online via the National Maritime Museum, Greenwich.

- Frontispiece to Thomas Bankes's *A New System of Universal Geography* (1788) showing Captain Cook in the company of Neptune. Available online via Victoria State Library.

- Extracts from *Captain Cook's Journal during his First Voyage around the World.* Extract available online via the British Library. Full version available via the Guttenberg Project.

- Extract from the logbook of Captain Cook in 1770 describing what he saw in Australia. Available online via the National Archives.

- *The Founding of the Settlement of Port-Jackson at Botony Bay*, 1799 by Thomas Gosse showing the arrival of British colonists in Australia in 1788. Available online via the National Archives.

Thinking deeper questions

1. Why do you think that Australia was chosen to be a penal colony by the British?

2. Do you think Captain Cook should be remembered as a national hero in Britain today?

Unit 1: The British Empire

Chapter 4: Ruling the waves

Recap

- The British in India, in particular Robert Clive and the Battle of Plassey. Pupils should place these events in the wider context of the Seven Years' War during this lesson.

- British rule in America, and the thirteen colonies.

- The previous importance of the British navy, as shown by Raleigh, Drake and the Spanish Armada.

- Vocabulary to recap: colony.

Key vocabulary

Admiral	Highest ranking naval officer, usually in command of a fleet
First Lord of the Admiralty	Head of the Royal Navy
Gibraltar	British colony at the southern tip of Spain, gained in 1713
Press gangs	Groups who would travel Britain forcing men to enlist into the Army or Navy
Quiberon Bay	Battle in which the British defeated the French navy, preventing invasion
Quebec	Capital of French possessions in America, now a city in present-day Canada
Scurvy	Disease caused by a lack of vitamin C, which killed many sailors in the Royal Navy
Seven Years' War	Global conflict which saw Britain emerge as a dominant world power

Key dates

1756 The beginning of the Seven Years' War

1759 Britain wins the Battle of Quebec

1763 The Treaty of Paris ends the Seven Years' War

Key people

George Anson First Lord of the Admiralty who introduced sweeping reforms to the Royal Navy

General Wolfe British army officer who led the capture of Quebec in 1759

Check your understanding

1. **Why was the Royal Navy in need of reform after the 1740s?**
   Answer: The British Navy was in need of reform after the 1740s because it was in a dire condition and had suffered a string of embarrassing defeats to the French and the Spanish. The Royal Navy was a crucial part of sustaining the British Empire, as control of the seas was necessary to be able to trade with colonies without having cargo stolen.

2. **What reforms did Lord Anson make to the Royal Navy from 1751?**
   Answer: Having been made First Lord of the Admiralty in 1751, Lord Anson took control of the marines from the army; he introduced a uniform for naval officers; and he increased naval discipline. In addition, he persuaded the government to invest in a new fleet of state-of-the-art ships.

3. **In what parts of the world was the Seven Years' War fought?**
   Answer: The Seven Years' War was a global war, fought across the world. The war was mainly fought between Britain and France, but fighting spread across the world to their colonies. For example, the British fought the French for control of Quebec in North America.

4. **Why did the end of the Seven Years' War mark the start of Britain's role as a global power?**
   Answer: The Seven Years' War marked the start of Britain's role as a global power because it saw Britain gain territories around the world; in North America, the Caribbean and India. Many of these territories were gained from Britain's major rival, France. It also saw the beginning of British naval dominance.

5. **Why did so many seamen in the Royal Navy die of scurvy?**
   Answer: So many seamen in the Royal Navy died of scurvy because ships could go for months without touching dry land, so it was impossible to eat fresh food. Seamen had to live off meat preserved in salt, and dry biscuits. This meant a lack of vitamin C in their diet, which led to scurvy.

Suggested activities

- Label a map of the world with descriptions of the major events during the period of the Seven Years' War: the Battle of Plassey; the Battle of Quebec; the Battle of Quiberon Bay; the retention of Minorca; British gains in the Caribbean. Pupils could then shade in the areas of land gained by Britain during the Seven Years' War – in particular in North America.

- Trace the origin of many phrases that we still use today which relate to the 18th-century navy: 'batten down the hatches'; 'slush fund'; 'square meal'; 'grog'; 'enough room to swing a cat'; 'learn the ropes'; 'hand over fist'; 'dab hand'; 'pipe down'; 'money for old rope'; 'chock-a-block'.

- Complete a chart of positive aspects about serving in the Royal Navy, and negative aspects. This could draw on knowledge from this lesson and from previous lessons – such as about Captain Cook.

Sources

- *Portsmouth Point* by Thomas Rowlandson (1814). Available online via the British Museum.

- *Life at Sea in the Royal Navy of the 18th Century* by Andrew Lambert. Available online via the BBC.

- Lyrics of *Rule Britannia*, a patriotic song first performed in 1740 and strongly associated with the Royal Navy. Similarly, *Hearts of Oak* written by David Garrick in 1760.

- *The Death of General Wolfe* by Benjamin West (1770). Available online via the National Gallery of Canada.

Thinking deeper questions

1. Why do you think Britain won so many territories during the Seven Years' War?

2. What might have been the attraction of serving as a seaman in the Royal Navy?

Unit 1: The British Empire

Chapter 5: Wealth and trade

Recap

- East India Company trade, and the trade of tobacco and sugar from America and the Caribbean.

- The Act of Union in 1707, which united England and Scotland, creating the new country of Great Britain.

- Vocabulary to recap: Act of Union; Seven Years' War; Union Jack.

Key vocabulary	
Britannia	A female figure, used to symbolise Britain and popular during the British Empire
Consumer society	A society where people can afford to buy non-essential 'consumer' goods
Customs duties	Taxes placed by a government on goods imported from foreign countries
Exports	Goods or services sold to other countries
Imports	Goods or services brought in from other countries
Mercantilism	The economic practice of discouraging trade with rival nations
Patriotism	Showing strong support for your own country

Key people

William Pitt British politician, made Prime Minister during the Seven Years' War

Check your understanding

1. **What consumer goods become widely available in Britain during the 18th century?**
   Answer: Consumer goods which became widely available in 18th century Britain include tobacco, sugar, treacle, tea, and spices such as ginger, nutmeg and cinnamon.

2. **How did colonial trade change the way that people dressed?**
   Answer: At the beginning of the 18th century, British people from a poor background dressed in linen and cloth produced in Britain, often of dull colours. By the end of the 18th century, they could wear fine cotton textiles from India, Chinese silk, and hats made of Canadian beaver fur. Clothes also became more colourful due to imported dyes.

3. **How did the policy of mercantilism encourage trade with British colonies?**
   Answer: Britain's policy of mercantilism encouraged trade with the colonies by ensuring that exports from British colonies had to pass through Britain before being traded with countries outside the Empire. In addition, large taxes known as customs duties were placed on imports from other European countries.

4. **What effect did colonial trade have on cities in Britain?**
   Answer: Trade with its colonies meant that ports such as London, Bristol, Liverpool and Glasgow became Britain's fastest-growing cities of the 18th century. By the mid-18th century, 6,000 merchant ships were coming in and out of these ports – twice the number of merchant ships in France.

5. **How did a new British national identity emerge during the 18th century?**
   Answer: A new British national identity emerged during the 18th century due to the importance of Empire. The patriotic female symbol of Britannia became a well-known figure, and songs such as 'God Save the King' and 'Rule Britannia' were performed for the first time.

Suggested activities

- Complete a chart for 'before' and 'after' in terms of different goods traded from British colonies, showing the change as colonial trade developed and volume increased. Write entries for sugar, tobacco, tea and clothing.

- Label a map of the world with all the major trade routes established by the 18th-century British Empire, illustrated with labels and drawings of the goods that were traded from each of Britain's colonies.

Sources

- *The East offering its riches to Britannia*, by Roma Spiridione. An allegorical ceiling piece commissioned by the East India Company in 1777 for the Revenue Committee Room in East India House.

- *An elevated view of the West India Docks* by William Daniell, 1802. Available online via the National Maritime Museum, Greenwich.

- Letter about the pepper trade written in 1710 by the East India Company to the British monarch. Available online via the National Archives.

- East India Company: list of Bengal textiles, 1730. Available online via the British Library.

- Daniel Defoe's account of 'plain country Joan' in *Everybody's Business is Nobody's Business* (1725). Available online via the Gutenberg Project.

- Daniel Defoe's account of 'the inland trade of England' in *The Complete English Tradesman* (1725).

Thinking deeper questions

1. How do you think colonial trade changed everyday life in Britain?

2. Do you think that the 'British' national identity was created during the 18th century?

Unit 2: The Americas

Chapter 1: American Revolution

Recap

- British colonisation of North America, and the thirteen colonies.

- The Seven Years' War, in particular the gains made from the French in North America.

- Trade in the British Empire.

- Vocabulary to recap: customs duties; East India Company; native; Parliament; revolution; Seven Years' War; tyrant; Virginia.

Key vocabulary	
Boston	City in Massachusetts, with strong opposition to British rule during American Revolution
Continental Congress	Meeting of delegates from the thirteen colonies that formed the United States
Declaration of Independence	Formal statement which created the United States of America
Loyalist	Colonists who sided with Britain and the King during the American Revolution
Monopoly	A company having exclusive control to trade in a particular area
Plantation	A large estate, on which crops such as coffee, sugar and tobacco are grown
Representation	Political principle where elected officials serve the views of their citizens
Stamp Act	Controversial 1765 law which taxed legal and other documents in the American colonies

Key dates

1765 Parliament passes the Stamp Act

1775 The American Revolution begins at Lexington

1776 Continental Congress approves the Declaration of Independence

Key people

George III Hanoverian King of England from 1760 to 1820

Thomas Jefferson Virginia plantation owner, and author of the Declaration of Independence

Check your understanding

1. **How did British government of the thirteen colonies change following the Seven Years' War?**
Answer: British government of the thirteen colonies changed following the Seven Years' War because the British government wanted to exert more control. American colonies were no longer given a large degree of freedom to govern themselves. In particular, the British expected the American colonies to pay more in taxation.

2. **Why did the American colonists adopt the slogan "no taxation without representation"?**
Answer: The American colonists demanded 'no taxation without representation' because they objected to the British Parliament imposing new taxes on them, such as the Stamp Act. The colonists did not have representation in the British Parliament, so they believed Parliament had no right to impose on them measures such as the Stamp Act and the Tea Act.

3. **How did the British respond to the growing unrest in Boston in 1774?**
Answer: The British responded to the growing unrest in Boston in 1774 by getting tough. They stationed 4,000 troops in Boston, stripped Massachusetts of its self-governance, and placed the colony under the direct rule of a new Royal Governor, from the British Army.

4. **When did the American Revolution begin?**
Answer: The fighting during the American Revolution began on 19th April 1775, when a detachment of British troops and a rebel militia fired on each other in a village called Lexington, outside Boston. The British troops were on their way to a nearby town to find a stockpile of rebel weapons.

5. **What was the American Declaration of Independence?**
Answer: The American Declaration of Independence was a formal document, announcing the separation of the American colonies from Britain. It was written by Thomas Jefferson, and approved on 4th July, 1776. It stated that the thirteen colonies would become independent states, governed as part of a new country called the United States of America.

Suggested activities

- Complete a detailed timeline of the events leading up to the American Revolution, explaining what links each event to the other. Events might include: the Seven Years' War, the Stamp Act, the Boston Massacre, the Boston Tea Party, Britain's response, meeting of the Continental Congress, Lexington, and the Declaration of Independence.

- Discuss previous revolutions and civil wars, and draw out some common features of them all. If the pupils have studied the English Civil War, you could complete a list of similarities between the two events.

- Compose, from the point of view of Thomas Jefferson, an explanation of why the tyrannical behaviour of George III and the British Parliament has driven you to declare independence, and then see how similar your explanation is to the actual Declaration.

Sources

- *Letters from a Farmer in Pennsylvania* by John Dickinson (1767). Available online via the National Humanities Centre.

- *The able doctor, or America swallowing the bitter draught* (1774). Available online via the British Museum.

- 'Petition to King George III' from the First Continental Congress (1774). Available online via the National Humanities Centre.

- *The Bloody Massacre in King-Street, March 5, 1770.*, Engraving of the Boston massacre by Paul Revere. Available online via the Boston Athenaeum.

- *Declaration of Independence* by John Trumbull (1818). Available online via Architect of the Capitol.

- The Declaration of Independence. Full text available online via the American National Archives.

- Many useful documents are also available online via Alpha History.

Thinking deeper questions

1. What do you think angered colonists more: British taxation, or their lack of representation?
2. Do you think that the American Revolution could have been avoided?

Unit 2: The Americas
Chapter 2: American War of Independence

Recap

- British conflict with American colonists, leading to the Declaration of Independence in 1776.

- Vocabulary to recap: colony; Continental Congress; loyalist; thirteen colonies.

Key vocabulary	
Constitution	Series of laws establishing how a nation's political system functions
Continental Army	Armed force representing all thirteen colonies, formed by Congress in 1775
Founding Fathers	Name given to the key figures in the creation of the United States of America
Saratoga	Site of a 1777 battle, and a key turning point in the War of Independence

Key dates

1777 Continental Army wins victory at Saratoga

1782 Parliament votes to end war in America

Key people

Benjamin Franklin American writer and scientist, and Ambassador to France during the War of Independence

General Howe Commander of the British forces during the War of Independence

George Washington Commander-in-chief of American forces during the War of Independence

Check your understanding

1. **What early successes did the British achieve during the War of Independence?**
   Answer: One of the early British successes during the War of Independence was to take the vital port city of New York in 1776, which remained their base for the rest of the war. The British also took Philadelphia, forcing the Continental Congress to flee. In addition, the American attempt to capture Quebec failed.

2. **Why did General Burgoyne's campaign in 1777 fail?**
   Answer: General Burgoyne's campaign in 1777 failed because it resulted in him being taken prisoner, along with 6,000 of his men. Burgoyne planned to march from Canada to New York, and trap the Continental Army. However, he struggled to march through the thick forests of North America, and was captured by the Continental Army at Saratoga in October.

3. **What role did Benjamin Franklin play during the War of Independence?**
   Answer: During the War of Independence, Benjamin Franklin worked as the American ambassador to France. His role was to convince the French to join in the war on the American side; they decided to enter the war in 1778 following the American victory at Saratoga.

4. **What events finally led to American victory in the War of Independence?**
   Answer: In 1780, the British army changed their focus to fighting in the southern colonies, under the command of Lord Cornwallis. So George Washington took his army south, and on 17th October 1781, Washington forced Cornwallis to surrender at Yorktown, and took 7,500 British troops prisoner. In April 1782, the British voted to end the war.

5. **How did the Founding Fathers create a new nation following the war?**
   Answer: In order to create their new nation after the war, the Founding Fathers appointed George Washington as the first President of the United States in 1789. The following year, they founded a new city to be capital of the United States, and named it Washington. In addition, James Madison wrote a series of laws establishing how politics in the United States should function, known as the United States Constitution.

Suggested activities

- Label a map of North America with all of the significant events of the War of Independence: American attack on Quebec; British take New York; British take Philadelphia; Battle of Saratoga; Lord Cornwallis's southern campaign; and the Battle of Yorktown.

- Study in further depth the role played by the major Founding Fathers: Thomas Jefferson; Benjamin Franklin; George Washington; John Adams; and James Madison. Debate which one played the most important role in the creation of America.

Sources

- *Washington Crossing the Delaware* by Emanuel Leutze (1851). Available online via The Metropolitan Museum of Art.

- *Surrender of Lord Cornwallis* by John Trumbull (1820). Available online via Architect of the Capitol.

- Transcript of the Paris Peace Treaty, 1783. Available online via Our Documents.

- Thomas Paine, 'The American Crisis, No. 1', 1776. Available online via National Humanities Centre.

- Satirical epitaph for King George III after the defeat of Britain, 1782. Available online via National Humanities Centre.

Thinking deeper questions

1. Why do you think the Continental Army won the American War of Independence?

2. Why do you think the Battle of Saratoga is seen as the turning point in the war?

Unit 2: The Americas
Chapter 3: Transatlantic slave trade

Recap

- British settlement in North America, particularly the Caribbean.

- The importance of overseas trade and trade routes to the British Empire.

- Previous examples of slavery that pupils may have studied, such as in the Ancient World.

- Vocabulary to recap: dysentery; factories; plantation; Virginia.

Key vocabulary	
Caribbean	Sea to the east of Central America, containing many tropical islands
Coffle	A line of slaves joined at the neck by shackles, leaving their legs free to walk
Middle passage	Journey undertaken by slave ships from West Africa to the Americas by sea
Royal African Company	Group founded by Charles II to trade with the west coast of Africa
Shackles	Iron chains used to fasten together the legs or hands of a slave or prisoner
Transatlantic	Going across the Atlantic Ocean
Triangular trade	A trade system importing and exporting goods to and from three destinations

Key dates

1672 Royal African Company is founded

Key people

Olaudah Equiano Freed slave who lived in London as a prominent anti-slavery campaigner

Check your understanding

1. **Why did the British begin transporting slaves across the Atlantic?**
   Answer: The British began transporting slaves across the Atlantic because they needed workers for their sugar plantations in the Caribbean. The native population could not do the work as so many of them had been killed by European diseases. Few British people were willing to work in the Caribbean due to the horrific conditions and risk of disease.

2. **Why was the triangular trade so lucrative?**
   Answer: The triangular trade was so lucrative because merchants could make a profit on all three legs of the journey. In Africa, they traded manufactured goods such as Indian textiles, alcohol, cooking pots and guns for slaves. In America, they traded the slaves for raw goods such as sugar and tobacco. And back in Britain, they sold the raw goods for manufacturing, making a significant profit on their initial investment.

3. **Why did so many African slaves die during the middle passage?**
   Answer: So many slaves died during the middle passage because they were kept in crowded and insanitary conditions, in order to maximise the number who could be taken across the Atlantic. Slaves were stacked lengthways on wooden shelves. Unable to move, they became surrounded by vomit, excrement and urine. When this combined with the stifling heat, diseases such as dysentery spread rapidly.

4. **How many slaves, in total, are British traders estimated to have transported?**
   Answer: Between the 16th and the 19th centuries, European merchants transported an estimated 12.5 million Africans across the Atlantic to work as slaves in the Americas. Of these, an estimated 3.1 million Africans were transported by British merchants, of whom 2.7 million survived.

5. **How did Britain benefit from the slave trade?**
   Answer: The slave trade allowed Britain to produce goods such as sugar, tobacco and rice in their colonies in North America and the Caribbean for very low prices. Slave owners could make an enormous amount of money due to the cheap labour of slaves, and the wealthy cities such as Liverpool and Bristol came to depend on the slave trade.

Suggested activities

- Label a map with the three different parts of the triangular trade, and the journey made by enslaved Africans from the continent's interior, to the west coast of Africa.

- Complete a case study of the infamous Zong Massacre of 1781.

Sources

- *Thoughts upon the African Slave Trade*, John Newton (1788). Available online via the Norton Anthology of English Literature.

- *Journal of a Slave-Dealer*, Nicholas Owen (1746–1757). Available online via the Norton Anthology of English Literature.

- *The Interesting Narrative of the Life of Olaudah Equiano the African* (1789). Available online via the Smithsonian.

- Diagram of the *Brookes* slave ship (1788). Available online via the British Library and the British Museum.

- *Aboard a Slave Ship* by The Reverend Robert Walsh, 1829. Available online via Eyewitness to History.

Thinking deeper questions

1.   What were the most important advantages of using African slave labour in British colonies?

2.   Why do you think Europeans treated African slaves in such an inhumane way?

Unit 2: The Americas
Chapter 4: Life as a slave

Recap

- The transatlantic slave trade.

- Vocab to recap: Caribbean; Middle Passage; plantation; Virginia.

Key vocabulary

Branding   To mark a person or an animal with a hot iron, for ease of identification

Maroon   An escaped African slave in the Caribbean

Key dates

1739 Jamaican Maroons granted land and freedom by British government

Check your understanding

1. **What did slave traders do to make their African slaves appear healthy at auction?**
   Answer: To make their African slaves appear healthy at auction, slave traders would have them washed, shaved and rubbed with palm oil. Any sores or wounds that the slaves had developed during the Middle Passage would be disguised with hot tar.

2. **What measures did slave owners take to make slaves forget about their lives in Africa?**
   Answer: To distance slaves from their lives in Africa, slave owners grouped slaves from different tribes together, so that they did not share a common language. For the same reason, families were purposefully split up. Slaves were made to lose their African identity by being given new names, and some even had their skin branded with the initials of their owner.

3. **How did the jobs undertaken by slaves vary?**
   Answer: The majority of slaves worked on plantations, such as sugar cane plantations in the Caribbean, the rice fields of North and South Carolina, or the tobacco fields of Virginia. Slaves completed other manual jobs, such as building roads, clearing fields, mining and felling timber. A small minority worked as house slaves, working directly for their owner as, for example, a cook, or a secretary.

4. **Why did the British grant Jamaican Maroons their own land in 1739?**
   Answer: The British granted Jamaican Maroons their own land in 1739, as these escaped slaves had been raiding Jamaican plantations. The British Army were unable to defeat the Maroons, as they lived so deep into the forest, so instead they granted them freedom and their own land, in return for them stopping their raids.

5. **How did slaves resist and rebel against their captivity?**
   Answer: To resist and rebel against their captivity, slaves would escape their plantations and flee inland into the forests and mountains. Other more minor forms of resistance included working slowly, setting fire to crops or damaging plantation machinery. The most significant slave rebellion was led by Toussaint L'Ouverture, and took place on Saint Domingue in 1791.

Suggested activities

- Complete an illustrated mind-map, detailing all of the different aspects of slave life in the Caribbean and American colonies. Include areas such as 'work', 'culture', 'resistance', and 'punishment'.

- Complete a case study of Bussa's rebellion which took place in Barbados in 1817. Available online via the National Archives.

- Write an account of a slave's life, from the perspective of a contemporary anti-slavery campaigner at the end of the 18th century. This could be a former slave, or a British witness to the harshness of a slave's existence.

Sources

- Account of buying a slave at auction from Jamaican plantation owner Thomas Thistlewood. Available online via the Liverpool International Slavery Museum.

- *Boiling House, Antigua* by William Clark, 1823. Available online via the British Library.

- Notices about runaway slaves, 1781. Available online via the British Library.

- Images of a branding iron and punishment collar. Available online via the Understanding Slavery Initiative.

- *An Essay on the Treatment and Conversion of African Slaves in the British Sugar Colonies* by James Ramsay (1784). Available online via Spartacus Educational.

- A large number of images are available through the slavery images website, created by Virginia Foundation for the Humanities and University of Virginia.

Thinking deeper questions

1. What do you think slaves sought to achieve by rebelling against their masters?

2. Why do you think the punishments created for slaves were so cruel?

Unit 2: The Americas
Chapter 5: Abolition

Recap

- The conditions of the Middle Passage, and the life led by slaves in British colonies.

- The law-making process in Parliament: Acts of Parliament, votes in the Houses of Lords and Commons, and so on.

- Vocabulary to recap: branding; House of Commons; House of Lords; Parliament; shackles.

Key vocabulary

Abolitionist	Someone involved in the public campaign to end slavery or the slave trade
Boycott	Organised refusal to purchase a particular product as an act of political or moral protest
Evangelical	A Christian movement which seeks to save people's souls by spreading God's word
Petition	A formal written request, often for a political cause, signed by many people
Society for the Abolition of the Slave Trade	Group formed in 1787 to campaign for an end to the slave trade
West Indies	A region of tropical island nations in the Caribbean Sea and North Atlantic Ocean

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Key dates

1787 Thomas Clarkson forms the Society for the Abolition of the Slave Trade

1807 Parliament passes the Slave Trade Act

1833 Parliament passes the Slavery Abolition Act

Key people

Ignatius Sancho Prominent 18th-century black Briton, and the first to vote in an election

Thomas Clarkson Leading campaigner against slavery and the slave trade

William Wilberforce The leading campaigner in the House of Commons against slavery

Check your understanding

1. **What roles did Thomas Clarkson and William Wilberforce play in the abolitionist movement?**
   Answer: Clarkson helped form the Society for the Abolition of the Slave Trade in 1787, in order to increase awareness amongst British people about the realities of slavery. William Wilberforce provided support in Parliament for abolitionism, and repeatedly proposed Bills in Parliament to abolish the slave trade.

2. **What methods did abolitionists use to raise awareness about slavery?**
   Answer: In order to raise awareness about slavery, abolitionists organised public talks in which they showed objects used in the slave trade, such as whips, shackles and branding irons. They also published books and pamphlets describing the horrors of the slave trade – some of which were written by former slaves themselves, such as Mary Prince.

3. **When was slavery abolished in the British Empire?**
   Answer: Slavery was abolished in the British Empire in 1833, when Parliament passed the Slavery Abolition Act. The law of 1807 only made the slave trade illegal, so it took 26 more years to abolish slavery outright. This saw more campaigning by the abolitionists, involving sending a petition to Parliament which was signed by one and a half million people. There were also slave rebellions in Barbados and Jamaica.

4. **What role did Britain play in encouraging the end of slavery worldwide?**
   Answer: Britain was one of the first European nations to abolish slavery, and after that it played a role in persuading other nations to do the same. Britain encouraged European governments to sign international treaties, promising to stop the slave trade. To make sure these treaties were followed, the Royal Navy intercepted more than 1,500 slave ships, and freed 150,000 slaves.

5. **How large was Britain's black population during this period?**
   Answer: Some estimate that there were 10,000 black people living in Britain as free citizens by the late 1700s. This group played a central role in the campaign for abolition. Some black Britons had successful careers, such as the former slave Ignatius Sancho, who became a published author and, in 1771, became the first black man to participate in an election.

Suggested activities

- Compose a speech by an abolitionist at an early meeting of the Society for the Abolition of the Slave Trade, aimed at gaining support for the campaign.

- Complete a chart of all of the activities undertaken by the abolitionist campaign, and explain 'what was it' and 'why did it help place pressure on Parliament to end slavery'. Activities would include speeches; books and pamphlets; collecting objects used by slave owners; petitions; and boycotts.

Sources

- Extracts from *The History of Mary Prince, A West Indian Slave* (1831).

- Slave medallion produced by Josiah Wedgwood to promote the abolition of slavery. Available online via the Wedgewood Museum.

- *Britannia giving Freedom to Poor African Slaves*, 1798. Available online via the British Library.

- *The Negro's Complaint*, a poem by William Cowper, published with coloured woodcuts in 1826. Available online via the British Library.

- *John Bull taking a Clear View of the Negro Slavery Question!!* by Daniel Cruickshank, 1826. Available online via the British Library.

Thinking deeper questions

1. What do you think were the most powerful campaign methods used to raise support for abolition?

2. Why do you think many of the main abolitionists were evangelical Christians?

Unit 3: The French Revolution

Chapter 1: The Ancien Régime

Recap

- Britain's victory against France in the Seven Years' War and France's role in helping America defeat Britain in the War of Independence.

- The English Civil War, as it acts as a clear point of comparison for the events leading up to the French Revolution, in particular the role of an absolutist monarch.

- The relationship between peasants and the nobility within the feudal system.

- Vocabulary to recap: absolutism; aristocracy; clergy; Feudal System; mercenary; ministers; noble; peasant; revolution; tithe.

Key vocabulary	
Ancien Régime	The established social and political system in France before the Revolution
Bastille	Medieval fortress in the centre of Paris, stormed by the mob at the start of the Revolution
Bourgeoisie	French for the middle-class, or those who make money through trade or industry
Estates-General	Meeting of France's clergy, aristocracy and bourgeoisie to consult on policy
National Assembly	Breakaway group formed by France's Third Estate in June 1789
Versailles	Magnificent royal palace, home to the French monarchy

Key dates

1789 (May) The Estates-General meet

1789 (July) The Storming of the Bastille

Key people

Louis XVI King of France at the time of the French Revolution

Check your understanding

1. **What powers did French noblemen have as part of the Ancien Régime?**
   Answer: As part of the Ancien Régime, French noblemen could tax local peasants, run their own courts of law and demand unpaid labour on the upkeep of their estates. They owned one quarter of the land in France, and almost all senior members of the clergy, army officers and government ministers in France came from the nobility.

2. **Which group within French society was expected to pay the most taxes?**
   Answer: Within French society, the peasantry was expected to pay the most taxes. Between one third and one half of a peasant's annual income would be spent on dues to the local landlord, a tithe to the Catholic Church and other taxes to the French government. Many peasants lived in crushing poverty.

3. **Why was France in crisis by 1788?**
   Answer: France was in crisis by 1788 for many reasons. The state was nearly bankrupt, having built up an enormous national debt fighting Britain in the American War of Independence. King Louis XVI needed to raise more money in taxation, but none of his finance ministers had succeeded in reforming the system. Lastly, a cold winter and a dry summer led to a poor harvest, which caused the price of bread to rise, and many peasants to starve.

4. **What was the Estates-General?**
   Answer: The Estates-General was a meeting of representatives of France's three 'estates', these estates consisting of the clergy, the nobility and everybody else. It had been used by previous kings to approve government reforms, and Louis XVI wanted them to approve his new taxes. The Estates-General met on 5th May 1789 in the Palace of Versailles. There were in attendance 291 nobles, 300 members of the clergy and 610 from the Third Estate – mostly wealthy members of the bourgeoisie.

5. **What event is said to have marked the beginning of the French Revolution?**
   Answer: The Revolution is thought to have begun when a furious mob of Parisians stormed a large medieval fortress in Paris called the Bastille. They were looking for gunpowder and ammunition for the muskets they had taken from the army barracks. The mob broke into the Bastille, killed its governor and placed his head on a spike. Louis XVI was advised not to use his army to suppress the rebellion, as the soldiers were unlikely to follow his orders.

Suggested activities

- Write a list of grievances for the Estates-General from the perspective of a deputy sent to the meeting in Versailles on behalf of the Third Estate.

- Draw an annotated diagram of the French Ancien Régime, with the king at the top, followed by the clergy, then the nobility, then the bourgeoisie, then the peasantry.

Sources

- Cartoon representing French society, entitled *A faut espérer q'eu jeu finira ben tôt* ('Let's hope this will soon come to an end'). Available online via the Bibliothèque nationale de France.

- Arthur Young's accounts of Combourg and Montauban in 1788 from *Travels in France* (1792). Available online via the Hanover Historical Texts Project.

- The cahier of the Third Estate of Paris (1789). Available online via Alpha History.

- Extracts from *What is the Third Estate?* a political pamphlet published by Abbe Sieyes in January 1789. Available online via Alpha History.

- The British Ambassador on the Storming of the Bastille (1789). Available online via Alpha History.

- A Royalist Military Officer on the unrest in Paris (1789). Available online via Alpha History.

Thinking deeper questions

1. In what ways was French society before 1789 still similar to medieval feudal society?
2. Why do you think the storming of the Bastille marked the beginning of the French Revolution?

Unit 3: The French Revolution

Chapter 2: Execution and terror

Recap

- The French Ancien Régime.

- The execution of Charles I during the English Civil War.

- Vocabulary to recap: constitution; feudal system; Pope; republic; revolution; Versailles.

Key vocabulary

Counter-revolutionary Someone fighting against a revolution, to restore the previous system

Declaration of the Rights of Man Document guaranteeing the rights and freedoms of all French citizens

Guillotine Machine designed to behead people, associated with the French revolution

Jacobin A radical group of French revolutionaries who used violence to defend the revolution

Polarise Process whereby public opinion divides, and is driven towards two extremes

Prussia Large princely state in what is now northeast Germany

Radical Person who advocates widespread social or political reform

Revolutionary Person participating in a revolution

Sans-culottes Radical French revolutionary, often from a lower-class background in Paris

The Terror Period of mass political executions during the French Revolution, from 1793–94

Key dates

1789 (August) National Assembly passes the Declaration of the Rights of Man

1792 France declares war on Austria and Prussia

1793 Louis XVI is executed

Key people

Marie Antoinette Austrian wife of Louis XVI

Maximilien Robespierre Revolutionary leader during 'The Terror'

Check your understanding

1. **What measures did the National Assembly take during the summer of 1789?**
   Answer: During the summer of 1789, the National Assembly began to write a new constitution, which would protect the rights of the people and limit the powers of the king. On 5th August, the Assembly abolished feudalism, freeing France's peasantry from their obligations to the nobility. On 26th August, the Assembly passed the Declaration of the Rights of Man, explaining the rights to which all French men are entitled.

2. **Why did the Revolutionaries begin to lose trust in Louis XVI?**
   Answer: The Revolutionaries began to lose trust in Louis XVI because they could not work out whether he supported, or opposed, the Revolution. He then made a great mistake in June 1791, when he and his family escaped from their palace. Louis left a letter addressed 'to the French people' denouncing the Revolution, and attacking the National Assembly. When he was caught, the Revolutionaries knew they could no longer trust him.

3. **Why did France declare war on Austria and Prussia in June 1792?**
   Answer: France declared war on Austria and Prussia in June 1792 because there were rumours that the Austrian Emperor intended to invade France and restore Louis XVI's absolutist rule. The Austrian Emperor had been Marie Antoinette's brother, and the people of France hated Marie Antoinette.

4. **In what way was France spiralling out of control by 1794?**
   Answer: By 1794, the Revolutionary Army was fighting to protect its borders against Prussia, Austria and Britain. But it was also fighting a civil war against counter-revolutionaries inside France. Across the country, anti-Catholic revolutionaries attacked the Catholic Church. Normal government, such as tax collection, broke down completely.

5. **What was the guillotine?**
   Answer: The guillotine was a machine for beheading people. It was designed to ensure that all executions were efficient and equal in nature. They were erected in town squares across France, and in all, 17,000 people were sentenced to death during Robespierre's reign of terror for being enemies of the Revolution.

Suggested activities

- If pupils have previously studied the English Civil War and the American Revolution, write a list of similarities and differences between these two events and the French Revolution.

- Write a letter from a moderate Revolutionary to a radical Revolutionary, complaining that things have been taken too far in the years following 1789.

Sources

- The Declaration of the Rights of Man (1789). Available online via the Yale Law School.

- A Paris journal opposes Church land seizures (1790). Available online via Alpha History.

- The King's note on fleeing Paris (1791). Available online via Alpha History.

- What is a sans culotte? (1793). Available online via Alpha History.

- Robespierre advocates continued insurrection (1793). Available online via Alpha History.

Thinking deeper questions

1.   Why did France became so polarised in the years that followed the French Revolution?

2.   Why do you think that the guillotine came to symbolise the dark side of the Revolution?

Unit 3: The French Revolution

Chapter 3: The rise of Napoleon

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Recap

- The French Revolution, the execution of Louis XVI and Robespierre's 'Terror'.

- If pupils have studied the English Civil War, then the role played by Oliver Cromwell might act as a useful comparison with Napoleon.

- Vocabulary to recap: Catholicism; Jacobin; Revolution.

Key vocabulary	
Battle of Austerlitz	Decisive victory for Napoleon against Russia and Austria in 1805
Concordat	Agreement between Napoleon and the Pope, signed in 1801
Corsica	Mediterranean island off the south coast of France, birthplace of Napoleon
Napoleonic Code	French legal system established in 1804

Key dates

1796 Napoleon is placed in command of France's invasion of Italy

1799 Napoleon becomes first consul of France

1804 Napoleon is crowned Emperor of the French

1805 Napoleon wins the Battle of Austerlitz

Key people

Napoleon Bonaparte French military and political leader, from 1799 to 1815

Check your understanding

1. **How did Napoleon rise through the ranks of the French Revolutionary Army?**
   Answer: Napoleon rose through the ranks of the French Revolutionary Army by starting as a 20-year-old artillery officer when the Revolution broke out in 1789. Four years later, Napoleon captured the port of Toulon, and was made a Brigadier General as a reward. Two years later, he was given command of the invasion of Italy.

2. **How did Napoleon gain control of French politics in 1799?**
   Answer: In 1799, Napoleon was away from France fighting a military campaign in Egypt. He heard that the Directorate's rule of France was in crisis, so he abandoned his army and returned to France. Napoleon then staged a coup against the Directorate, and was proclaimed First Consul of France in November 1799.

3. **What reforms did Napoleon introduce after he was made First Consul?**
   Answer: Once made First Consul, Napoleon created the 'Napoleonic Code' to rationalise the French legal system. Napoleon also reformed the French education system, rationalised tax collection and appointed 281 prefects to ensure that his laws were being followed throughout the country. He also restored Catholicism as France's major religion, having made an agreement with the Pope.

4. **What happened at the Battle of Austerlitz?**
   Answer: At the Battle of Austerlitz, Napoleon faced an Austrian army of 86,000 troops, with a force of only 67,000 troops. However, he won one of the most decisive victories in the history of European warfare, suffering just 9,000 casualties to Austria's 36,000.

5. **How much of Europe did Napoleon control by 1809?**
   Answer: By 1809, Napoleon had come to control much of Europe. Almost the entire continent was either part of the French Empire, allied to France or under the rule of a 'puppet' king controlled by France. Napoleon particularly liked placing family members in charge of European countries. For example, Napoleon made his brother Joseph Bonaparte King of Spain, and his brother Jerome King of Westphalia.

Suggested activities

- Create a timeline of Napoleon's early career, detailing the date of major events in his life, and how old he was at the time.

- Write an account of Napoleon's coronation as Emperor in 1804 from the perspective of someone who supported the French Revolution. What would be your impression of Napoleon's rise to power?

Sources

- *The Coronation of Napoleon* by Jacques-Louis David. Available online via the Louvre.

- *The Emperor Napoleon in His Study* (1812), by Jacques-Louis David. Available online via the National Gallery of Art.

- Napoleon's Imperial Catechism (1806). Available online via the Fordham University Modern History Sourcebook.

- Madame de Rémusat: Remembrances of Napoleon. Available online via the Fordham University Modern History Sourcebook.

Thinking deeper questions

1.   To what extent do you think Napoleon ruled in the spirit of the French Revolution?

2.   Why do you think the French Revolution gave the Napoleon the chance to become a General so quickly?

Unit 3: The French Revolution

Chapter 4: Britain's response

Recap

- The reforms of the National Assembly following the French Revolution, such as the abolition of feudalism and the Declaration of the Rights of Man.

- The polarisation of the French Revolution, and 'the Terror'.

- The importance of the Royal Navy to sustaining the British Empire.

- Vocabulary to recap: absolutism; constitutional monarchy; feudalism; radical; Jacobin; Habeas Corpus.

Key vocabulary

United Kingdom of Great Britain and Ireland   New country created by the 1800 Act of Union

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Key dates

1798 United Irishmen uprising takes place

1801 The United Kingdom of Great Britain and Ireland is created

Key people

Mary Wollstonecraft Feminist and author of *Vindication of the Rights of Women*

Thomas Paine 18th-century British radical, author of *The Rights of Man*

Wolfe Tone Leader of the United Irishmen uprising

Check your understanding

1. **How did the views of Edmund Burke and Thomas Paine on the French Revolution differ?**
   Answer: Edmund Burke claimed that the French Revolution was too violent and destructive to succeed, and predicted that the Revolution would lead to more bloodshed and military rule. Thomas Paine, however, wrote a book celebrating the French Revolution. He criticised monarchy, aristocracy and organised religion, and called for radical political reforms in Britain.

2. **How did British attitudes towards the French Revolution change after 1793?**
   Answer: British attitudes towards the French Revolution changed significantly after 1793, as British radicals were accused of being dangerous Jacobins, and often attacked. Britain's Prime Minister, William Pitt the Younger, passed laws preventing radical activity. He even suspended the Habeas Corpus Act, so that suspected political radicals could be imprisoned without trial.

3. **Why did Parliament pass the Act of Union in 1800?**
   Answer: Parliament passed the Act of Union in 1800 in response to the United Irishmen uprising. This event, which took place in 1798, was led by a group of Irishmen inspired by the American and French Revolutions to liberate Ireland from British rule. In addition, the British were worried that Ireland could be used as a 'backdoor to Britain' by French invaders. So, the Act was passed, making Ireland part of the United Kingdom.

4. **Why did fear of Napoleon in Britain reach its height around 1805?**
   Answer: Fear of Napoleon in Britain reached its height around 1805, as Napoleon had been assembling his 'army of Britain' on the French coast, with 165,000 men and 2,500 landing craft. It was possible to see the French invasion force completing their drills from the English coast in Kent.

5. **Why was Nelson's victory at the Battle of Trafalgar so important for Britain's safety?**
   Answer: Nelson's victory at the Battle of Trafalgar was so important for Britain's safety, as it guaranteed that Napoleon could no longer launch an invasion of Britain. In order to invade Britain, Napoleon had to gain control of the Channel. To do that, he had to defeat the Royal Navy. But at Trafalgar, the Royal Navy soundly defeated the combined French and Spanish fleets, destroying 22 of their ships, and losing none of their own.

Suggested activities

- Write an article by an angry British radical, who supports the French Revolution, arguing that Britain needs to have its own revolution. The article could attack Prime Minister Pitt's laws suppressing radical activity, such as the suspension of Habeas Corpus.

- Write an article by a British conservative, who opposes the French Revolution, arguing that the Revolution has brought only terror, bloodshed and danger.

Sources

- *Petit souper, a la Parisienne; or a family of sans-culotts refreshing, after the fatigues of the day* by, James Gillray (1792). Available online via the National Portrait Gallery.

- *The Plumb-pudding in danger: or state Epicures taking un Petit Souper* by James Gillray. Available online via the National Portrait Gallery.

- *Promis'd horrors of the French invasion, or Forcible reasons for negotiating a regicide peace* by James Gillray (1796). Available online via the National Portrait Gallery.

- *French liberty British slavery* by James Gillray (1792). Available online via the National Portrait Gallery.

- *The 1798 Irish Rebellion* by Professor Thomas Bartlett. Available online via the BBC.

Thinking deeper questions

1. Why do you think that British people were worried by the radical ideas of the French Revolution?

2. How do you think British history would be different had the Royal Navy lost the Battle of Trafalgar?

Unit 3: The French Revolution

Chapter 5: The fall of Napoleon

Recap

- The rise of Napoleon, and the successes of the French Revolutionary Army in placing much of Europe in French hands.

- Vocabulary to recap: exile; Prussia.

Key vocabulary	
Abdicate	To give up one's throne as a monarch
Battle of Waterloo	The final defeat of Napoleon in 1815
Continental System	Europe-wide economic blockade against Britain, led by Napoleon
Guerrilla	A small, independent fighting force used to raid and attack a larger army
Scorched earth	Military strategy of destroying one's own land to disadvantage an invading force
St Helena	Volcanic island in the South Atlantic, and place of final exile for Napoleon

Key dates

1812 Napoleon invades Russia

1815 Napoleon is finally defeated at the Battle of Waterloo

Key people

Duke of Wellington Commander of the allied army at Waterloo, later Prime Minister

Check your understanding

1. **What was the Continental System?**
   Answer: The Continental System was a French economic blockade of Britain, which Napoleon hoped would cripple the British economy. It began in 1806, when Napoleon ordered all European nations to stop trading with the British.

2. **How did the people of Spain respond to French occupation?**
   Answer: The people of Spain responded to French occupation by devising a style of combat known as guerrilla warfare, meaning 'little wars' in Spanish. Small bands of Spanish rebels would launch surprise attacks on the French army, and then disappear into the surrounding forests and mountains.

3. **What tactics did the Russian army employ in order to defeat Napoleon in 1812?**
   Answer: In order to defeat Napoleon in 1812, the Russian army did not meet Napoleon and fight, but instead retreated further and further in to Russia. As they retreated, the Russian army emptied villages and burned the surrounding fields and food supplies. This allowed the French to advance all the way to Moscow, but when the French reached the city, the Russians burnt it down. The French had no option but to retreat.

4. **What was the result of Napoleon's final battle in Europe at Waterloo?**
   Answer: The result of Napoleon's final battle in Europe at Waterloo was French defeat. A combination of the British army under the command of General Wellington, and a German force under the command of General Blücher, won victory over the French. There were 47,000 casualties from the battle.

5. **Why was Napoleon exiled to St Helena in 1815?**
   Answer: Napoleon was exiled to St Helena in 1815 as it was the most remote location that the British could find. Napoleon had turned himself over to Britain, so the British sent him to St Helena – a rocky volcanic island in the middle of the South Atlantic Ocean. Here, Napoleon lived on for six more years, and died at the age of 51.

Suggested activities

- Make a timeline of Napoleon's life, starting with his birth in Corsica in 1769, and ending with his death on St Helena in 1821.

- Annotate a map of Europe with all the significant events in Napoleon's life, and the locations in which they took place, such as Corsica, Italy, Russia, Elba, Austerlitz and Waterloo.

Sources

- Napoleon Bonaparte: *Farewell to the Old Guard*, April 29, 1814. Available online via Fordham University Modern History Sourcebook.

- *The Return of Napoleon from Elba*, 1815. Available online via Fordham University Modern History Sourcebook.

- Soldier's letter: Battle of Waterloo 1815. Available online via the British Library.

- Captain J.H. Gronow's account of the Battle of Waterloo. Available online via Eyewitness to History website.

- Comte de Las Cases's account of Napoleon Exiled to St. Helena, 1815. Available online via Eyewitness to History website.

Thinking deeper questions

1.   Why do you think Napoleon suffered such a catastrophic defeat in Russia?

2.   Do you believe that Napoleon should be remembered as a 'great' leader?

Unit 4: The Industrial Revolution

Chapter 1 The steam engine

Recap

- The lives lived by most people in pre-industrial societies – agrarian societies, with the majority of the population farming the land.

- The nature of a historical 'revolution'.

- Vocabulary to recap: revolution.

Key vocabulary

Birmingham	West Midlands industrial hub, known as the 'city of one thousand trades'
Cold condenser	Key component of the Watt steam engine which greatly improved its efficiency
Efficiency	Achieving maximum productivity with minimum wasted energy or expense
Industry	The processing of raw materials into manufactured or consumable goods
Piston	A disk fitted into a cylinder, moving up and down – crucial component of a steam engine
Steam engine	Machine that uses the expansion or condensation of water to generate power

Key dates

1712 Newcomen builds his first functioning steam engine

1776 Watt builds his first functioning steam engine

Key people

James Watt Engineer who designed an efficient steam engine with wide commercial use in 1776

Check your understanding

1. **What was Newcomen's first steam engine used for?**
   Answer: Thomas Newcomen's first steam engine was used for pumping water out of coalmines. Eighteenth-century mines were prone to flooding, frequently drowning the minters who worked in them. Newcomen's invention could prevent this from happening.

2. **Why was it cost effective to use Newcomen's steam engine in coal mines?**
   Answer: It was cost effective to use Newcomen's steam engine in coalmines, as the engine consumed a great deal of coal, making it expensive to run. However, at coalmines the necessary fuel was abundant and effectively free, so the steam engine was cost effective to run.

3. **How did James Watt's steam engine improve on the design of Thomas Newcomen?**
   Answer: James Watt's steam engine improved on the design of Thomas Newcomen's engine, as it used a new part called a cold condenser. This meant that the cylinder did not have to be cooled repeatedly, and could instead remain permanently hot. This made the engine more efficient to run, as it used up less coal heating, then cooling, then reheating the cylinder.

4. **What purposes were Watt's first two steam engines used for?**
   Answer: Watt's first two steam engines were used to pump water out of a coalmine in Staffordshire, and to power bellows for a blast furnace in Shropshire.

5. **What purposes were Watt's steam engines used for during the 19th century?**
   Answer: During the 19th century, steam engines based on Watt's design were used to press oils from seeds, crush sugar, weave textiles, harvest wheat, power trains, print newspapers, and eventually create electricity.

Suggested activities

- Introduce the Industrial Revolution by comparing a number of statistics between 1750 and 1900: Britain's population; London's population; percentage of urban population; life expectancy; miles of railway track, and so on. This should give pupils some idea of the 'revolutionary' nature of the change.

- To put the Industrial Revolution in perspective, ask pupils to list the four objects they use most in their day-to-day lives (car, train, television, games console, and so on.), and then discuss how many of them, if any, existed before 1750.

- Ensure that pupils clearly understand the fundamental genius of the steam engine: it harnesses the energy within fossil fuels to create power. Humans no longer have to rely on their own, or animal muscle, for power.

Sources

- 'Real GDP by world region' graph for the last 2,000 years, produced by Our World in Data website. Puts the Industrial Revolution into a global perspective.

- National Museums Scotland has an excellent animated diagram of a working Watt steam engine.

- Tour of James Watt's attic workshop. Available online via the Science Museum.

Thinking deeper questions

1.   Why do you think that Watt's steam engine had such a revolutionary effect on the world?

2.   How has Watt's invention of an efficient steam engine shaped the world that we live in today?

Unit 4: The Industrial Revolution

Chapter 2: Cotton textiles

Recap

- Revolutionary impact of James Watt's efficient steam engine.

- Vocabulary to recap: industry; steam engine.

Key vocabulary

Cottage industry	Small-scale business or manufacturing taking place in people's homes
Cromford Mill	Cotton mill built by Richard Arkwright, said to be the first factory in Britain
Crompton mule	Invention that combined the spinning jenny and the water frame to spin cotton
Exponential	Used to describe something that grows at an increasingly rapid rate
Factory system	Form of work that involves large workforces, large buildings and machinery
Handloom	Hand-operated machinery, used to weave textiles in Britain since the Roman period
Manchester	Centre of Britain's cotton industry, nicknamed 'Cottonopolis'
Mechanisation	Introducing machines to a process to make it more efficient
Powerloom	Mechanised loom for weaving cotton, driven by a steam engine
Spinning	Process of twisting and winding raw cotton fibres to create thread
Spinning jenny	Machine created by James Hargreaves to spin eight cotton threads at once
Water frame	Machine created by Richard Arkwright using water power to spin cotton
Weaving	Process of interleaving threads, such as cotton, wool, linen or silk, to make textiles

Key dates

1764 Hargreaves invents the spinning jenny

1769 Arkwright invents the water frame

1775 Arkwright opens the Cromford Mill

Key people

Richard Arkwright Industrialist who designed the water frame, and built many factories

James Hargreaves Handloom weaver from Lancashire who designed the spinning jenny

Check your understanding

1. **What does the term 'cotton industry' mean?**
   Answer: A cottage industry is a small scale business or manufacturing that takes place in people's homes. For example, the spinning and weaving of cotton before the 18th century was a cottage industry. Cotton was spun by women and children in poor farming communities using a spinning wheel, and individual men using a handloom would weave cotton thread in their own houses.

2. **How did Hargreaves' and Arkwright's inventions improve the efficiency of cotton spinning?**
   Answer: James Hargreaves' invention of the spinning jenny meant that one person operating a spinning wheel could spin eight different threads at once, not one. Arkwright's water frame meant that water, and not human muscle, was able to power a spinning wheel. Both of these inventions greatly increased the volume of cotton a single person could spin.

3. **How did the application of steam power to cotton manufacturing change the cost of textiles?**
   Answer: The application of steam power to cotton manufacturing greatly reduced the cost of textiles. The cost of fine cotton thread dropped by 90% in the ten years from 1785 to 1795. This is because a factory with machines could make cotton textiles much more cheaply than handmade cotton textiles.

4. **Why was Lancashire an ideal location for the production of cotton textiles?**
   Answer: Lancashire was the ideal location for the production of cotton textiles because of its geography. The nearby coalfields could provide the fuel for the steam engines; the nearby port of Liverpool could supply raw cotton from the Americas; and the damp climate meant that cotton thread would not snap under pressure in the machines.

5. **How did mechanisation allow Britain to dominate the world trade in cotton textiles?**
   Answer: Mechanisation allowed Britain to dominate the world trade in cotton textiles because Britain could sell cotton that was cheaper, and better quality, than anywhere else in the world. The value of British cotton exports grew from £248,000 during the 1770s, to £29 million during the 1820s. By then, cotton comprised 62 percent of all British exports.

Suggested activities

- Discuss areas of life that are currently becoming mechanised (for example, automated checkouts in supermarkets) as an analogy for the mechanisation of the textiles industry.

- Encourage pupils to understand how textiles are made, and that almost all clothing that we wear today still requires spinning and weaving of raw material.

Sources

- Ralph Mather described the work of the children in Richard Arkwright's factories in his book *An Impartial Representation of the Case of the Poor Cotton Spinners in Lancashire* (1780). Available online via Spartacus Educational.

- Statistics of raw cotton imports and cotton goods exports to and from Britain. Available online via Spartacus Educational.

- *The Industrial Revolution* by Matthew White. Available online via the British Library.

- Animation of a steam-powered spinning mill, from BBC History.

Thinking deeper questions

1.   Why do you think it was in Britain that machines for manufacturing cotton were invented?

2.   How would people who made a living from spinning and weaving textiles respond to these inventions?

Unit 4: The Industrial Revolution

Chapter 3: Iron and coal

Recap

- The invention of the steam engine and the mechanisation of the production of cotton textiles. Emphasise that these innovations relied on coal to fuel their engines.

- Vocabulary to recap: factory system; steam engine.

Key vocabulary

Blast furnace Brick or stone tower in which iron ore is heated with coke to create cast iron

Coke A fossil fuel with high carbon content and few impurities, created by heating coal

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Key dates

1710 Darby creates cast iron using coke

Key people

Abraham Darby Ironmaster who pioneered the use of coke, made from coal, to create cast iron

John Wilkinson Famous ironmaster who designed the cylinders for Watt's steam engine

Check your understanding

1. **Why was coal being mined in Britain before the Industrial Revolution began?**
   Answer: Coal was being mined in Britain before the Industrial Revolution began to be used for tasks such as heating houses, baking bricks and tiles, evaporating water in salt pans and brewing beer.

2. **Why did Britain have to import much of its iron from abroad by 1700?**
   Answer: Britain had to import much of its iron from abroad by 1700 because the production of cast iron required charcoal, and Britain was running out of suitable trees. Charcoal is made by carbonising wood, and Britain did not have enough wood. So it had to import iron from Sweden and Russia.

3. **Why were so many factories built near coalmines during the Industrial Revolution?**
   Answer: Factories were built near coalmines during the Industrial Revolution because so many of them depended upon coal to fuel their furnaces, or power their steam engines. Coal was heavy and expensive to transport. Therefore, it made sense to place industries close by coal reserves.

4. **What was Abraham Darby's invention, and how did it increase cast iron production in Britain?**
   Answer: Abraham Darby's invention was to use coal, not charcoal, in order to make cast iron. However, he first had to bake the coal at a high temperature to drive off impurities. This produced coke, which could successfully be used in a blast furnace, allowing Darby to create abundant supplies of cheap iron.

5. **What iron objects did John 'iron mad' Wilkinson build during his career?**
   Answer: During his career, John 'iron mad' Wilkinson built iron cannons for the Royal Navy, an iron pulpit for his local Methodist church, an iron coffin and an iron obelisk marking his grave.

Suggested activities

- Look at a map of British coal fields, and link that to urbanisation in Britain. This should demonstrate that industrial growth occurred alongside natural reserves of coal.

Sources

- The Black Country Living Museum has some great learning resources to do with coal mining and the production of iron. See in particular their 'Coal and Steam' workbook.

- The National Coal Mining Museum has some excellent online resources, about the experience of mining coal during the Industrial Revolution.

- Painting *In the Nineteenth Century the Northumbrians show the World what can be done with Iron and Coal* by William Bell Scott (1861). Available online via the National Trust.

- Painting *Coalbrookdale by Night* by Philipp Jakob Loutherbourg (1801)

- Blast furnace animation from BBC History.

Thinking deeper questions

1. Could the Industrial Revolution have started in Britain had it not been for the abundant supply of coal?

2. Could the Industrial Revolution have started in Britain had it not been for Abraham Darby?

Unit 4: The Industrial Revolution

Chapter 4: Transport

Recap

- The resources required to fuel the Industrial Revolution, in particular heavy goods such as coal, iron and bricks.

- The steam train and its ability to provide power.

- Manchester's role as 'Cottonopolis' and its dependence upon the port in Liverpool.

- Vocabulary to recap: steam engine; Manchester.

Key vocabulary	
Canal	Man-made waterway, often built to transport heavy goods
Navvies	Nineteenth-century labourers involved in the construction of a road, railway or canal
Packhorse	A horse used to carry heavy loads on its back
Rocket	Steam train built by George Stephenson to travel between Liverpool and Manchester

Key dates

1761 The opening of the Bridgewater Canal

1804 Trevithick builds the first functioning steam train

1830 Opening of the Liverpool to Manchester Railway

Key people

George Stephenson Engineer who built the first public railway, famous for his train the *Rocket*

Richard Trevithick Cornish engineer who designed the first working steam train

Check your understanding

1. **Why were canals so efficient at transporting heavy goods across Britain?**
   Answer: Canals were so efficient at transporting heavy goods across Britain because they dramatically increased the volume of goods that could be carried by a single horse. At the very most, a packhorse can carry 150 kg of coal. However, if coal is loaded onto a barge, and that barge is floated in a canal, then the same horse can pull up to 300,000 kg of coal.

2. **What was the impact of the Duke of Bridgewater's canal opening in 1761?**
   Answer: The Duke of Bridgewater's canal opened in 1761 and immediately halved the cost of coal in Manchester. This is because the canal linked his coalmine in Worsley, Lancashire, to the growing industrial city of Manchester.

3. **What challenges did the early steam trains face?**
   Answer: The early steam trains faced challenges because they were inefficient. They used too much coal, broke down, and caused railway tracks to buckle under their weight. For example, Trevithick built the first functioning steam train, but it could only travel at 2.4 miles per hour.

4. **Which steam train won the 1829 competition to travel between Manchester and Liverpool?**
   Answer: George Stephenson's train *Rocket* won the 1829 competition to travel between Manchester and Liverpool. His train was the clear winner, reaching a top speed of 30 miles per hour. The Liverpool to Manchester Railway held its grand opening a year later on 15th September, 1830.

5. **What was working life like for those people who built the railways?**
   Answer: The people who built the railways were known as 'navvies', short for 'navigators'. Life for them was tough, with backbreaking and dangerous labour. The work attracted young men, often from Ireland, and navvies gained a reputation for hard working, hard living and hard drinking. However, the work was well paid.

Suggested activities

- Compare images of a packhorse carrying a heavy load with an image of a horse pulling a barge, in order to conceptualise the improved efficiency.

- Visit any local canals that may be close by your school, and consider what goods they were built to transport for local industries.

- The National Railway Museum has excellent classroom resources, such as a worksheet on how a steam train engine works.

Sources

- John Sykes's account of the opening of the Stockton to Darlington Railroad. Available online via Spartacus Educational.

- Lady Wilton's account of the death of William Huskisson during the opening of the Liverpool to Manchester Railway. Available online via Spartacus Educational.

- The National Railway Museum has a wide collection of resources. See in particular their images from the 'Fear and Fascination: Art from the dawn of the railways' exhibition.

Thinking deeper questions

1. Why do you think it took so long for engineers to perfect the design of the steam train?

2. In what ways do you think the arrival of the railway changed people's lives in Great Britain?

Unit 4: The Industrial Revolution
Chapter 5: The Railway Age

Recap

- The arrival of the steam train with Stephenson's *Rocket*, and the Liverpool to Manchester railway.

- Vocabulary to recap: *Rocket*.

Key vocabulary	
Railway Mania	Period of enthusiastic railway building during the 1840s in Britain
SS *Great Eastern*	Largest steamship in the world, designed by Brunel and completed in 1859
Telegraph	System for transmitting messages along a wire using an electrical signal

Key dates

1859 Brunel's SS *Great Eastern* is launched

1866 Telegraph wire is laid beneath the Atlantic

Key people

Isambard Kingdom Brunel Celebrated Victorian engineer, built the Great Western Railway

Check your understanding

1. **Why was Britain said to have 'shrunk' due to the railways?**
   Answer: Britain was said to have 'shrunk' due to the railways because it became so much easier, and cheaper, to travel around the country. In 1780, it took 19 hours to travel from London to Bristol by stagecoach. In 1841, it took just four hours by train. The same changes occurred across the country; by 1875 there were 14,510 miles of railway track across Britain.

2. **Why did the railways lead to standardised time in Britain?**
   Answer: The railways led to standardised time in Britain because it was necessary in order to write accurate timetables. Before 1847, time could vary by up to 20 minutes from location to location. However, the railways meant a common time throughout the country was required, leading to the development of Greenwich Mean Time.

3. **What form of electronic communication spread around Britain due to the railways?**
   Answer: A form of electronic communication known as 'telegraphs' spread around Britain due to the railways. These were metal cables which ran alongside train lines, and were used to communicate between different train stations. Soon, the public began paying to send messages along these cables – they were known as telegrams.

4. **What impact did the railways have on everyday life in Britain?**
   Answer: Railways made it far easier, and cheaper, for the average person to travel around Britain. They also changed the country in unexpected ways. Seafood could be caught and transported inland without going off, allowing fish and chips to become a popular British dish. Professional football also became possible, as teams could travel the country competing in a national league.

5. **What were Isambard Kingdom Brunel's achievements as an engineer?**
   Answer: Isambard Kingdom Brunel was the most prolific engineer of the Railway Age. Over his career, he designed and built railway lines, train stations, bridges, tunnels, dockyards and steamships. He built the longest tunnel in the world for the Great Western Railway line, and the longest steamship in the world – the SS *Great Eastern*.

Suggested activities

- Complete a chart with two columns, labelled 'Before the Railway Age' and 'After the Railway Age'. Detail the changes that occurred in areas such as travel, transport, communication, trade and leisure time.

- Complete a case study of the life of Isambard Kingdom Brunel – the ultimate Victorian engineer.

Sources

- William Makepeace Thackeray's description of a 'new era' begun by the railroad from *Cornhill Magazine,* 1860. Can be found in the Student Book introduction on page 4.

- Sketch of a railway station, (The Railways 1840s). See in particular the advertisements on the walls. Available online from the British Library.

- The National Archives have a page of sources about how the railways changed the lives of people in Victorian Britain. Available online under the heading 'A Happy Nation' via the National Archives 'Victorian Britain' page.

- Illustration from a contemporary guidebook showing the SS *Great Eastern* in construction (1858). Available online via the British Library.

Thinking deeper questions

1. How do you think the construction of the railways improved the quality of life in Britain?

2. Who do you think lost out due to the construction of the railways?

Unit 5: The Age of Reform

Chapter 1: Urbanisation

Recap

- The factory system and the subsequent growth of cities such as Manchester.

- The predominantly rural nature of pre-industrial life.

- Vocabulary to recap: factory system; Manchester.

Key vocabulary

Back-to-back	Cheaply built terraced house with no back yard and little natural light
Great Stink	Long hot summer in 1858, which caused the Thames to smell so badly that Parliament had to be suspended
Labourer	Someone who performs unskilled manual work for a wage
Laissez faire	Government policy of leaving society to function with little intervention
Urbanisation	Growth in the population of urban areas, often caused by inward rural migration

Key dates

1842 Chadwick publishes *The Sanitary Conditions of the Labouring Population*

1875 Parliament passes the Public Health Act

Key people

Edwin Chadwick Social reformer who used statistics to link poverty with disease

Check your understanding

1. **Why did the Industrial Revolution cause Britain's cities to grow so rapidly?**
   Answer: The Industrial Revolution caused Britain's cities to grow so rapidly because of the factory system. Factories required hundreds, even thousands, of labourers to live side by side, so that they could all work in the same place. This caused millions of people to flock to the new jobs in industrial cities.

2. **Why were living conditions so bad in many of Britain's industrial towns?**
   Answer: Living conditions were so bad in many of Britain's industrial towns because the supply of houses could not keep up with the demand caused by labourers arriving from rural villages. For this reason, many families ended up living in conditions of severe overcrowding, and sometimes multiple families shared a single room.

3. **Why did diseases spread with such ease in Britain's industrial towns?**
   Answer: Diseases spread with such ease in Britain's industrial towns because very few homes had running water and sewers. For the poor, a whole street of houses might share a single water pump and toilet. This meant that diseases such as typhus, tuberculosis and cholera spread with ease, and the death rate in industrial towns began to increase.

4. **How did Edwin Chadwick challenge the government's *laissez faire* assumptions?**
   Answer: Governments at the time commonly thought that measures to improve urban areas should be carried out by companies and private individuals. However, Edwin Chadwick believed that local government should take on the role. Chadwick challenged *laissez faire* assumptions by using statistics, which showed a clear link between poor living conditions, disease and death.

5. **How did the public health of British cities improve during the 19th century?**
   Answer: Public health improved in British cities due to laws passed, such as the 1875 Public Health Act. This made it compulsory for town councils to establish sewers, drainage and a clean water supply. By the end of the 19th century, many cities had trams, trains, suburbs, street lighting, high streets, professional football clubs and public parks – not so different to cities today!

Suggested activities

- Ask pupils where they get clean running water from, and where their toilet waste goes, and how they dispose of household waste. Encourage them to consider that such utilities require significant intervention and regulation from local and national government, and explain that this simply did not exist during the early 19th century.

Sources

- First-hand accounts of the living conditions in industrial cities such as Manchester and London. A wide selection are available on Spartacus Educational.

- *Father Thames Introducing his Offspring to the Fair City of London*, from Punch (1858). Available online via the British Library.

- Photograph showing workers on London's Central Line during the construction of the British Museum station (1898). Available online via the British Library.

- The National Archives have a page of sources about cholera in Victorian cities. Available online under the heading 'A Healthy Nation' via the National Archives 'Victorian Britain' page.

- Sketch from Augustus Pugin showing the difference between a medieval town in 1440, and the same town following industrialisation in 1840.

Thinking deeper questions

1. Why were most of the fastest-growing Victorian cities in the north and the midlands?

2. Which parts of Victorian society do you think would have opposed public health acts?

Unit 5: The Age of Reform
Chapter 2: Factory life

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Recap

- The factory system.

- The life of a rural worker/farmer in pre-industrial Britain.

- Vocabulary to recap: factory system; powerloom.

Key vocabulary

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Climbing boy   Child labourer made to climb chimneys and sweep away the soot

Luddite   Textile weavers and artisans who attacked factories and destroyed machines

Piecer   Child labourer made to fix snapped threads in a cotton mill

Scavenger   Child labourer made to crawl beneath spinning machines and collect loose cotton

Trapper   Child labourer made to open and close ventilation doors in a coalmine

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Key dates

1811 First Luddite attacks take place in Nottingham

Key people

General Ludd Mythical leader of attacks on factories and machines by textile workers

Check your understanding

1. **How did the work of an industrial worker differ from that of a rural labourer?**
    Answer: The work of an industrial worker differed from that of a rural labourer because they performed specialised, repetitive tasks throughout the year. In contrast, the work of a rural labourer moved with the weather and the seasons, with different jobs at different times of year. In addition, factories were strictly disciplined workplaces, and labourers who broke factory rules often had wages docked.

2. **Why were cotton mills such dangerous places for children to work?**
    Answer: Cotton mills were dangerous places for children to work, as children had to work right next to moving machinery. If their arms or legs got caught, they could lose a limb. Factory foremen beat children with a leather strap for not working hard enough, and the strain of physical labour often left children with stunted growth and lifelong deformities.

3. **What work did child labourers have to perform in coalmines?**
    Answer: In coalmines, children worked as trappers, opening and closing ventilation doors. Older children mined narrow seams, dragging heavy carts on their hands and knees through tunnels less than 50 centimetres high. This work could be horrifically dangerous, with floods sometimes drowning child labourers in coalmines.

4. **Why was work as a climbing boy so dangerous?**
    Answer: Work as a climbing boy was so dangerous because they risked becoming trapped in chimneys, or choking to death on the soot. Climbing boys had to climb inside narrow chimneys of coal fires. At first, their knees and elbows would cut and stream with blood, until the skin became toughened up.

5. **What inspired Luddites to attack factories and machines from 1811–12?**
    Answer: Luddites attacked factories and machinery because newly invented machines such as the powerloom were putting them out of their jobs. Before the invention of the powerloom, Britain's textile weavers were highly skilled and well paid artisans, but they could not compete with the low prices of textiles made by machines.

Suggested activities

- Write a first-hand account of a Victorian child labourer working in a cotton mill, a coalmine or as a chimney sweep. Encourage pupils to consider what the disadvantages and sufferings would be if they were made to do such difficult work at such a young age.

- Bring in contemporary analogy of child labourers in developing countries, and the campaigns that exist to stop the practice.

Sources

- Images of children working in coalmines, taken from a government report compiled by the Children's Employment Commission in 1842. Available online via the British Library.

- Account of factory conditions from *The Condition of the Working Class in England,* by Frederich Engels, 1844. Transcript available online via the British Library.

- The National Archives have a page of sources about working in Victorian coalmines. Available online under the heading 'An Industrial Nation' via the National Archives 'Victorian Britain' page.

- Extracts from John Brown, *A Memoir of Robert Blincoe* (1828). Available online via Spartacus Educational.

Thinking deeper questions

1.   What do you think could have been done to improve working conditions in British factories?

2.   Why do you think the British government responded so harshly to Luddite attacks?

Unit 5: The Age of Reform

Chapter 3: Social reform

Recap

- Working conditions in industrial Britain, particularly for child labourers.

- Previous campaigns for reform from Parliament, like the campaign for the abolition of the slave trade. In particular, methods used to further the cause, such as petitions and boycotts.

- The use of Australia as a penal colony within the British Empire, where criminals were sent to perform hard labour.

- Vocabulary to recap: *laissez faire*; petition; martyr.

<table>
<tr><td colspan="2">Key vocabulary</td></tr>
<tr><td>Friendly Society</td><td>An association of workers designed for mutual help and support</td></tr>
<tr><td>Tolpuddle Martyrs</td><td>Six Dorset farm labourers who became the focus of a campaign</td></tr>
<tr><td>Union</td><td>An association of workers formed to pursue collective rights and interests</td></tr>
<tr><td>Workhouse</td><td>Institution built to provide work and accommodation for the poor and unemployed</td></tr>
</table>

Key dates

1833 Parliament passes the Factory Act

1834 Parliament passes the Poor Law Amendment Act

1834 Tolpuddle Martyrs are transported to Australia

1842 Parliament passes the Mines Act

Key people

Anthony Ashley Cooper 7th Earl of Shaftesbury and Victorian champion of social reform

Check your understanding

1. **How did Lord Ashley's reforms improve working conditions for industrial workers?**
   Answer: Lord Ashley's reforms improved working conditions for industrial workers by ensuring that Parliament passed laws regulating industrial work. For example, the 1833 Factory Act made it illegal for textile factories to employ children under the age of nine. Similarly, Lord Ashley helped to pass an act of Parliament in 1840 banning the use of climbing boys.

2. **Why were the Tolpuddle Martyrs transported to Australia in 1834?**
   Answer: The Tolpuddle Martyrs were transported to Australia in 1834 because they had formed a Friendly Society. They did this because their weekly wage of 9 shillings had been cut to 7 shillings, and looked as if it may be cut further. Having formed their Friendly Society, they were charged with taking 'unlawful oaths' and sent to perform seven years hard labour in Australia.

3. **How did British workers ensure the Tolpuddle Martyrs were pardoned?**
   Answer: British workers ensured that the Tolpuddle Martyrs were pardoned by marching on London and asking for the Martyrs' sentence to be overturned. They also delivered a petition to the Prime Minster, with 800,000 signatures. The campaign was successful and, two years later, the Home Secretary granted a free pardon to the Martyrs.

4. **How did the 1834 Poor Law Amendment Act change the way the poor claimed relief?**
   Answer: The 1834 Poor Law Amendment Act changed the way that the poor claimed relief by ending the payment of relief to able-bodied workers. Instead, unemployed workers were given work and employment in newly-built workhouses. This was done to ensure that relief payments did not encourage workers to become lazy.

5. **Why were workhouse conditions made so unpleasant?**
   Answer: Workhouse conditions were made so unpleasant in order to discourage the poor from claiming relief. This was done through deliberate measures, such as splitting up families, and making inmates sleep in large dormitories and wear prison-style uniforms. Inmates were made to do hard, menial jobs and were not allowed to smoke, drink or have personal possessions.

Suggested activity

- Draw an analogy between parish relief during the early 19th century, and unemployment benefits today. Ask pupils what the public reaction would be today if unemployment benefits were replaced with a system similar to the Victorian workhouse.

Sources

- Accounts from the Huddersfield and Andover workhouse scandals. Available online via Victorian Web.

- First-hand accounts from workhouse children. Available online via Spartacus Educational.

- Anti-Poor Law poster from 1837. Available online via the National Archives.

- A series of sources relating to the 1833 Factory Act are available online via the National Archives.

- The National Archives have a page of sources about working in the Huddersfield and Reigate workhouses. Available online under the heading 'A Caring Nation' on the National Archives 'Victorian Britain' page.

- *Oliver Twist and the Workhouse*, by Ruth Richardson. Available online via the British Library.

Thinking deeper questions

1. Why do you think unions were able to ensure better pay and conditions for workers?
2. Why do you think many people during the 19th century opposed the use of workhouses?

Unit 5: The Age of Reform

Chapter 4: Political reform

Recap

- The role of Parliament within Britain's constitutional monarchy.

- Vocabulary to recap: Parliament; Member of Parliament; House of Lords.

Key vocabulary

Chartism	Working class movement for equal political rights that began in 1838
Electoral system	Set of rules by which representatives are elected to Parliament
Electorate	All of the people in a country or state entitled to vote in an election
Great Reform Act	Landmark political Act that began the reform of the British Parliament
Rotten borough	Electoral borough where one family or landowner chooses the MP
Secret ballot	An election in which votes are not cast in public
Suffrage	The right to vote in political elections
Working class	Group in society who carry out urban, industrial jobs for a wage

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Key dates

1819 Peterloo Massacre takes place in Manchester

1832 Parliament passes the Great Reform Act

1838 The 'People's Charter' is published

1884 Parliament passes Gladstone's Third Reform Act

Key people

William Gladstone Liberal Prime Minister who passed the Third Reform Act

William Lovett London cabinetmaker and leader of the Chartists

Earl Grey Whig Prime Minister who passed the 1832 Great Reform Act

Check your understanding

1. **What was messy and corrupt about Britain's electoral system before 1832?**
   Answer: Britain's electoral system before 1832 was messy because the right to vote varied enormously across the country. In rotten boroughs, for example, just one family or landowner had the power to choose the MP. Sometimes, this borough would not even have anyone living in it – like the uninhabited hill of Old Sarum. The system was corrupt because there was no secret ballot, so voters could be bribed or intimidated to vote a certain way.

2. **What happened at St Peter's Field in Manchester in 1819?**
   Answer: At St Peter's Field in 1819, around 60,000 people gathered to listen to a well-known political radical called Henry Hunt. However, the local yeoman cavalry charged into the crowd with their swords drawn, leaving 11 people dead and 500 injured. The event became known as the 'Peterloo Massacre'.

3. **What happened when the House of Lords rejected Earl Grey's Reform Bill?**
   Answer: When the House of Lords rejected Earl Grey's Reform Bill, Earl Grey resigned and the people of Britain were furious. An angry mob burnt down a castle belonging to the Duke of Newcastle, and one radical named Thomas Attwood promised to march on London with 100,000 armed men. The House of Lords then changed their mind.

4. **Why did William Lovett and his fellow radicals write the People's Charter?**
   Answer: William Lovett and his fellow radicals wrote the People's Charter because they believed that the Great Reform Act did not go far enough in increasing Britain's electorate. Only the wealthy middle class were assured the vote, as it was only they who lived in a property worth £10 or more. Therefore, the People's Charter called for further reform.

5. **Who was William Gladstone, and what did his Third Reform Act achieve?**
   Answer: William Gladstone was the leader of the Liberal party and his Third Reform Act extended the vote to all male homeowners, around two in five of Britain's male population. However, it would take another 50 years before women in Britain were given the right to vote on the same basis as men.

Suggested activities

- Create a timeline of all of the important dates in the campaign for full suffrage in Britain. For each date, detail the proportion of Britain's population now eligible to vote.
- Create a Chartist poster, demanding further reforms to Britain's electoral system following the 1832 Great Reform Act.

Sources

- Cartoon depicting the Peterloo Massacre, available via the BBC History of the World in 100 Objects.
- Cartoon: *The Reformers' Attack on the Old Rotten Tree.* Available online via the People's History Museum.
- Daguerreotype (an early form of photograph) of the Chartist meeting held at Kennington Common on 10th April 1848. Available online via the British Library.
- A great number of sources are available online via the National Archives 'Power, Politics and Protest' page, with relevant sections on Radicals; Luddites; Peterloo; The Great Reform Act and Chartists.

Thinking deeper questions

1.   Which groups in British society do you think opposed the granting of the vote to more people?

2.   Why do you think women were not given the right to vote for all of the 19th century?

Unit 5: The Age of Reform
Chapter 5: Law and order

Recap

- Urbanisation in industrial Britain.

- Vocabulary to recap: urbanisation.

Key vocabulary	
Constable	First rank in the British police force
Metropolitan Police	Britain's first professional police force, established in London in 1829
Philanthropist	A person who works or gives money to improve the lives of others
Quaker	Christian religious movement which emphasises charity and social justice
Rookery	Victorian city slum, often inhabited by criminals

Key dates

1829 Parliament passes the Metropolitan Police Act

Key people

Elizabeth Fry Quaker philanthropist who led a campaign to reform Britain's prisons

Jack the Ripper Murderer who operated in Whitechapel, still unidentified to this day

Robert Peel Tory Home Secretary and Prime Minister, who founded the Metropolitan Police

Check your understanding

1. **Why was crime a growing public concern in early 19th century Britain?**
   Answer: Crime became a growing public concern in early 19th century Britain due to urbanisation. Britain's rural towns and villages had largely been able to police themselves, but this was not the case in the growing industrial cities. As towns and cities filled with more inhabitants who were strangers to one another, crime became more common.

2. **What did Robert Peel's 1829 Metropolitan Police Act create?**
   Answer: Robert Peel's 1829 Metropolitan Police Act created a force of 1,000 full-time London policemen. This replaced the unpaid parish constables who had previously policed London, but who were too disorganised and few in number. The Metropolitan Police were a centrally-managed force, directed from Scotland Yard.

3. **What happened to crime rates during the later 19th century?**
   Answer: During the later 19th century, crime rates are believed to have decreased. From 1861 to 1891, the proportion of arrests per 1,000 of London's population fell from 20 to 15. Britain's annual murder rate fell from 1.7 per 100,000 people during the 1860s, to 1 per 100,000 people during the 1890s.

4. **How did Elizabeth Fry help to improve the treatment of prisoners in Britain's jails?**
   Answer: Elizabeth Fry helped to improve the treatment of prisoners in Britain's jails by travelling the country campaigning for prison reform. As a result, Robert Peel passed the 1823 Gaols Act, which introduced prison inspections, visits from doctors, schools for prison children, and payment for jailers.

5. **What crimes did Jack the Ripper commit?**
   Answer: Jack the Ripper is believed to have murdered and brutally disembowelled five prostitutes in the Whitechapel area of East London. The case of Jack the Ripper transfixed the Victorian public, but the murderer was never arrested. Jack the Ripper's identity is still debated to this day.

Suggested activities

- Complete a case study of a particular Victorian crime, such as the Jack the Ripper murders.

Sources

- The front page of the *Illustrated Police News*, a penny weekly tabloid, depicting the murders of Jack the Ripper (1888). Available online via the British Library.

- The National Archives have a page of sources about law and order in Victorian Britain. Available online under the heading 'An Lawless Nation' via the National Archives 'Victorian Britain' page.

- A great variety of sources are available via the National Archives 'Crime and Punishment' page, under the heading 1750–1900.

- National Archives resources on the Victorian prison.

- National Archives resources on 'Victorian children in trouble with the law'.

Thinking deeper questions

1.   Why do you think that urbanisation often leads to an increase in crime?

2.   Why do you think a police force is more necessary in a post-industrial society?

Unit 6: The Victorian Empire

Chapter 1: Queen Victoria

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Recap

- The growth of the British Empire during the 18th century (particularly in India), and its global spread.

- Britain's role in the Industrial Revolution, and the importance of manufacturing to the 19th-century economy.

- Vocabulary to recap: Britannia.

Key vocabulary	
Crystal Palace	Large iron and glass structure built in Hyde Park in 1851
Great Exhibition	International exhibition celebrating industry and culture held in 1851
Missionary	A person sent to spread their religion to others, particularly in a foreign country

Key dates

1837 Victoria becomes Queen of the United Kingdom

1851 The Great Exhibition is held in Hyde Park, London

1901 Death of Queen Victoria

Key people

Florence Nightingale Army nurse who became a celebrated national figure due to her work in the Crimea

Queen Victoria Queen who ruled Britain at the height of its Empire's power

Prince Albert German husband to Queen Victoria, who helped organise the Great Exhibition

Check your understanding

1. **How did Queen Victoria restore Britain's faith in the Royal Family?**
   Answer: The Royal Family was very unpopular when Queen Victoria was crowned, due to the rule of her Hanoverian uncles. To restore Britain's public faith, she toured Britain on the newly-invented steam train, became a patron of numerous institutions and charities, and presented the Royal Family as an ordinary and loving family unit.

2. **How did Queen Victoria come to symbolise the British Empire?**
   Answer: Queen Victoria came to symbolise the British Empire as she took a particular interest in it from the 1870s onwards. Victoria's favourite Prime Minister – Benjamin Disraeli – convinced her to adopt the title 'Empress of India'. Across the world, hospitals, universities, cities, waterfalls and entire provinces were named after the Queen.

3. **What was the Great Exhibition?**
   Answer: The Great Exhibition was an international exhibition, celebrating industry and manufacturing. It was housed in a temporary building in Hyde Park, constructed from a cast-iron frame and 294,000 panes of glass. It contained 100,000 different exhibits from around the world, such as a folding piano and the world's largest diamond.

4. **How did technological change alter the British public's awareness of Empire?**
   Answer: Technological improvements brought the British Empire much closer to home for the British public. Travel to the colonies became far quicker from the 1840s onwards, due to the steamship. Communication also became near-instant with the laying of telegraph cables beneath the oceans, allowing British newspapers to offer up-to-date reports on the British Army's campaigns.

5. **How did theories of racial supremacy change British attitudes towards Empire?**
   Answer: Theories of racial supremacy changed British attitudes towards Empire because British people began to believe that they had the right to rule other nations due to their racial superiority. Native populations were frequently likened to children, or labelled 'savages'. A distorted version of Charles Darwin's *Theory of Evolution* was used to argue that British Anglo-Saxons were superior in intelligence and morality to the races they governed.

Suggested activities

- Write the account of a visitor to the Great Exhibition, describing the structure of the Crystal Palace, and explaining what exhibits you have seen.

- Draw a chart comparing and contrasting features of the 18th-century British Empire, with features of the 19th-century British Empire. Look at themes such as travel; communication; public interest; attitudes towards native populations; and size.

Sources

- *Dickinson's Comprehensive Pictures of the Great Exhibition* (1851). Available online via the British Library.

- There are many sources covering the exhibits of the Great Exhibition, available online via the National Archives.

- *The White Man's Burden* by Rudyard Kipling (1899).

- Winston Churchill's justification of Empire from *The River War* (1899). It begins, 'To give peace to warring tribes …'

- Newspaper report on Queen Victoria's Diamond Jubilee, 1897. Available online via the British Library.

Thinking deeper questions

1. In what ways was the 18th-century British Empire different from the 19th-century Empire?

2. Why do you think the Great Exhibition was such a celebrated moment in British history?

Unit 6: The Victorian Empire

Chapter 2: Indian Rebellion

Recap

- The growth of British rule in India under the East India Company.

- Vocabulary to recap: East India Company; evangelical; Liberal; Mughals; reform; mutiny.

Key vocabulary

Civil service	The permanent staff of a government, responsible for administering the country
Mutiny	Rebellion against authority, often soldiers or sailors against their commanding officers
Raj	Term for British-ruled India from 1858 until Indian Independence in 1947
Sepoy	An Indian soldier serving in the British Indian Army
Sutti	The Hindu custom of widows throwing themselves on their husband's funeral pyre

Key dates

1857 The Indian Rebellion begins in Meerut

Key people

Lord Bentick Governor General of India from 1828, who wanted to reform Indian society

Check your understanding

1. **How did British rule in India change from the 18th to the 19th century?**
   Answer: During the 18th century, the British in India had little interest in affecting Indian society. This changed during the 19th century, when evangelical Christianity and Liberal reform became popular amongst the British rulers of India. They now wanted to do more than just tax and trade with India, they wanted to reform and Christianise the country.

2. **What Indian customs did Lord Bentinck try to reform once made Governor General?**
   Answer: As Governor General of the East India Company, Bentinck worked to eradicate *thagi*, which is a cult of assassin-priests who ritually murdered and robbed travellers. He also banned *sutti* in 1829. This was a Hindu custom whereby widows were encouraged to throw themselves on their husband's funeral pyre.

3. **How did the Indian Mutiny begin?**
   Answer: The Indian Mutiny began in the town of Meerut, where 85 *sepoys* had been imprisoned for refusing to fire their new Enfield rifles, due to rumours that the cartridges were sealed with pig and cow fat. In response, four *sepoy* regiments mutinied against their British command, murdered the British officers, and marched to Delhi.

4. **How did the British respond to the Indian Mutiny?**
   Answer: The British response to the Indian Mutiny was uncompromising. Those suspected of supporting the mutiny were executed on the spot in Delhi without a trial. In Peshwar, forty mutineers were strapped to cannons and blown apart. In Cawnpore, the corpses of executed Indian rebels were hung from trees, to serve as a warning to others. Some estimate that 100,000 Indians were killed in the aftermath of the rebellion.

5. **How did British rule in India change after the Indian Mutiny?**
   Answer: British rule in India changed significantly after the Indian Mutiny. The East India Company was dissolved in 1858, and British rule of India was placed in the hands of a Viceroy, who was appointed by Queen Victoria. The British promised to give equal promotion opportunities to Indians working in the army or civil service, and put a stop to attempts to reform Indian traditions and customs.

Suggested activities

- Write a proclamation from the point of view of Indian *sepoys* who have taken Delhi, explaining the causes and the aims of their rebellion.

- Complete a chart of India 'before' and 'after' the Indian Mutiny, highlighting aspects such as 'organisation of British rule'; 'attitude towards Indian customs'; and 'treatment of Indian people'.

Sources

- *Minutes on Indian Education*, Thomas B. Macaulay (1835), in particular point 34. Available online via Columbia University.

- 'A print from 1815 showing the Hindu religious custom of Sati'. Available online via the National Archives.

- 'Report of an Officer in General Havelock's Relieving Force' (1857) and 'Retribution for the Massacre', General Havelock (1857). Both available in *The Faber Book of Reportage*, edited by John Carey.

- *Suppression of the Indian Revolt by the English*, Vasily Vereshchagin (1884).

- Extracts from The Better Government of India Bill, passed by the British Parliament in 1858. Available online via the National Archives.

- 'An illustration showing the imperial durbar (ceremony) in 1877'. Available online via the National Archives.

Thinking deeper questions

1. Why do you think that the Indian Mutiny took place?

2. How did the British response immediately after the Indian Mutiny differ from the long-term response?

Unit 6: The Victorian Empire

Chapter 3: Ireland and Home Rule

Recap

- The split between Protestants and Catholics during the Reformation.

- British settlement of Ireland, particularly under Oliver Cromwell during the 1650s.

- The 1707 Act of Union which united England and Scotland and created Great Britain, as a comparison.

- The United Irishmen uprising of 1798.

- Vocabulary to recap: Bill; colony; Catholic; Liberal; Protestant; United Irishmen; United Kingdom of Great Britain and Ireland.

Key vocabulary

Absentee landlords	A landlord who does not live near and rarely visits the property they let
Home Rule	Policy advocating that Ireland should regain its own government, and own Parliament
Irish Republican Brotherhood	Secret organisation formed by Irish nationalists
Tenant	Someone who occupies land or property rented from a landlord

Key dates

1801 The United Kingdom of Great Britain and Ireland is created

1845 The Irish Potato Famine begins

Check your understanding

1. **How did the 1800 Act of Union change Irish politics?**
   Answer: The 1800 Act of Union meant that Ireland was no longer its own country, but instead part of a new country called the United Kingdom of Great Britain and Ireland. From January 1801, Ireland was governed directly from London, and lost its Parliament in Dublin. This was done to prevent Ireland becoming an independent country, in response to the United Irishmen uprising.

2. **What were the consequences of the 1800 Act of Union for Irish society?**
   Answer: One of the consequences of the 1800 Act of Union was that more poor farmers became tenants of absentee landlords. Many Protestant landowners no longer had to stay in Dublin to attend its Parliament, so they moved to England whilst keeping their land in Ireland. They were accused of neglecting their Irish farmland, and mistreating their Irish tenants.

3. **Why was the potato blight so destructive in Ireland?**
   Answer: The arrival of the potato blight was so destructive in Ireland because so many of Ireland's population had come to depend on potatoes. Potatoes can be grown in a high volume on a confined patch of land, which suited Irish farmers well. As much as half of Ireland's population had come to have diets based entirely on the potato. When the potato harvest failed for three years running from 1845–7, one million people died of the famine.

4. **What did Britain do to relieve the Potato Famine in Ireland?**
   Answer: In the summer of 1846, the British government brought large quantities of American maize to feed Ireland's population, and reduced the tax on foreign grain imports. In January 1847, Parliament voted through the Soup Kitchen Act, which provided soup kitchens to feed 3 million of Ireland's population. But these measures were too little and too late.

5. **What was Home Rule, and why did it fail?**
   Answer: Home Rule proposed to reverse the 1800 Act of Union, allowing Ireland to once again have its own Parliament in Dublin. It would not have granted Ireland full independence, but it would, some hoped, have quelled the unrest in the country. It failed in 1893 when William Gladstone's second Home Rule Bill passed in the House of Commons, but was voted down in the House of Lords.

Suggested activities

- Write a letter from an Irish citizen to the British government demanding that they do more to relieve the Irish population from the effects of the 1845 Potato Famine.

- Write an election pamphlet for an Irish Parliamentary Party candidate during the 1880s explaining to the people of Ireland why Home Rule would be good for them.

Sources

- 'Ireland and the Irish' from the *Illustrated London News* (1843). Available online via the British Library.

- Photographs, drawings and prints of the Potato Famine. Available online via the University of Virginia.

- 'Starving Irish Doubt Government's Willingness to Provide Relief; Priests Report Dead Going Unburied for Want of Coffins', in *The Galway Mercury* (1847). Available online via the University of Virginia.

- Charles S. Parnell election address, Meath by-election (1875). Available online via the University of Florida.

Thinking deeper questions

1. What impact do you think that the 1800 Act of Union had on 19th-century Ireland?

2. Why do you think that the Potato Famine increased Irish demands for Independence?

Unit 6: The Victorian Empire

Chapter 4: The Scramble for Africa

Recap

- British involvement in West Africa during the slave trade.

- Trade with the Indian Ocean from Europe, and the strategic importance of the Cape of Good Hope.

- The use of private companies as the first stage of British colonisation, such as the Virginia Company or the East India Company.

- Vocabulary to recap: Cape of Good Hope; colony.

Key vocabulary

Boers	Descendents of Dutch-speaking settlers in Southern Africa
Cape Colony	British colony on the southern tip of the African continent, gained in 1814
Maxim gun	The world's first recoil-operated machine gun
Omdurman	Site of a battle in the Sudan which showed the superiority of European firepower
Puppet government	Situation where a country's ruler is controlled by an outside power
Suez Canal	Man-made shipping route, connecting the Mediterranean Ocean with the Indian Ocean
Transvaal	Independent Boer republic which existed until 1902 in southern Africa

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Key dates

1866 Diamonds found in Cape Colony

1882 British Army occupies Egypt

1898 British victory at the Battle of Omdurman

Key people

Cecil Rhodes Businessman and mine owner in southern Africa, and keen supporter of Empire

Check your understanding

1. **Why was the Suez Canal such an important part of world trade?**
   Answer: The Suez Canal was an important part of world trade, as it linked the Mediterranean Sea with the Indian Ocean, via the Red Sea. This meant that ships trading between Europe and East Asia no longer had to sail around the Cape of Good Hope, but instead could take a short cut through the Red Sea, greatly reducing the cost of global trade.

2. **How did the British Empire gain informal rule of Egypt from 1882 onwards?**
   Answer: The British Empire gained informal rule of Egypt from 1882 onwards because they became the power behind a puppet government, led by Tewfik Pasha. Britain already had investments in Egypt, such as a 44% stake in the Suez Canal. When an uprising threatened the Egyptian government, the British Army invaded Alexandria to restore Tewfik Pasha's rule.

3. **What happened at the Battle of Omdurman?**
   Answer: At the Battle of Omdurman, a British and Egyptian force of 22,000 soldiers took on a force of 52,000 Sudanese Mahdists. The British had advanced weaponry, such as the Maxim gun, which was the first ever machine gun. The Mahdists were armed with swords, spears and old rifles. As a result, the Mahdists suffered 22,000 casualties, but the British only 429.

4. **Why did the British show more interest in settling Cape Colony after 1866?**
   Answer: The British showed more interest in settling Cape Colony after 1866 because in that year diamonds were discovered. This caused thousands of British settlers to arrive in Cape Colony to mine for diamonds, including Cecil Rhodes. Settlement in Cape Colony became even more popular when gold was discovered in Transvaal.

5. **What role did Cecil Rhodes play in Britain's colonisation of southern Africa?**
   Answer: Cecil Rhodes was a major figure in the British colonisation of southern Africa. He was the Prime Minister of Cape Colony, and the director of the British South Africa Company. This Company pioneered British expansion into the regions of what are today Zimbabwe and Zambia. During Rhodes's time, the colonies were named after him, as 'Rhodesia'. Rhodes also dreamt of building an African railroad from Cape Town in the south, to Cairo in the north, never leaving British controlled territory.

Suggested activities

- Pupils study a map of Africa in 1900, with all of the different European possessions shaded and labelled. Onto this map, pupils could label information about the different stages of European colonisation: gaining Cape Colony in 1814; invading Egypt in 1882; colonising parts of western Africa through the United African Company, and parts of eastern Africa through the Imperial British East Africa Company, and so on.

- Discuss some of the arguments around the 'Rhodes Must Fall' campaign that took place in 2015, and use knowledge of Rhodes and the Scramble for Africa to come to an informed view on the issue.

Sources

- *The Earl of Cromer: Why Britain Acquired Egypt in 1882* (1908). Available online via Fordham University Modern History Sourcebook.

- Winston S. Churchill: *The Battle of Omdurman* (1898). Available online via Fordham University Modern History Sourcebook.

- Cecil Rhodes, *Confession of Faith* (1877). Available online via the University of Oregon.

- *The Rhodes Colossus Striding from Cape Town to Cairo*, in *Punch* (1892).

- Cover from a booklet called *South African Gold Fields, Emigrant's Guide*, published in London in 1891. Available online via the National Archives.

Thinking deeper questions

1. Why do you think so many European powers wanted to colonise Africa from 1880 onward?

2. How did British colonisation of Africa differ according to different regions?

Unit 6: The Victorian Empire

Chapter 5: Ruling the Empire

Recap

- The Indian Mutiny, and the changes to British rule in India which followed.

- The importance of trade to the British Empire.

- Vocabulary to recap: Bengal; Caribbean; Civil Service; export; famine; missionary; Raj.

Key vocabulary

Cash crop	Crops farmed to be sold commercially, and not for the farmer's own use
Concentration camp	A camp where a government forces an enemy population to live
Dependent colony	A colony in which a small number of officials rule a large native population
Hong Kong	Island to the south of Mainland China, ceded to Britain in 1842
Maharajas	Indian princes who kept rule of their states in partnership with the British Empire
Opium	Highly addictive drug, obtained from the juice of a poppy seed
Pax Britannica	Long period of international peace, overseen by the British Empire
Settlement colony	Colony in which the native population is outnumbered by foreign arrivals

Key dates

1842 The First Opium War ends

1899 The start of the Boer War

Key people

Lord Kitchener British Field Marshall, and commander during the Boer War

Check your understanding

1. **Why is the period from 1815 to 1914 sometimes known as the *Pax Britannica*?**
   Answer: The period of peace between 1815 and 1914 is sometimes called *Pax Britannica* because Britain's dominance in the world meant that few global conflicts took place. This allowed international trade to grow.

2. **How did the British Empire affect the livelihood of people living in the Raj?**
   Answer: The British Empire affected the livelihood of people living in the Raj in both positive and negative ways. By 1900, the British had built 24,0000 miles of railway track and 50,0000 miles of roads in India. They also irrigated large parts of the land, and life expectancy increased by eleven years during British rule. However, India also suffered repeated famines during British rule, which killed millions of people.

3. **How were settlement colonies governed within the British Empire?**
   Answer: Settlement colonies were governed within the British Empire by being given a large degree of independence. These colonies were settled by white British inhabitants, so the British believed they were capable of 'responsible government'. They had their own elected parliaments, with control over their domestic policy.

4. **How were dependent colonies governed within the British Empire?**
   Answer: Dependent colonies were not given independence in their government. Instead, a small class of British officials governed the native population. The Colonial Secretary in London appointed a governor to be in charge of each colony, and within each colony, each province would be ruled by a British Commissioner.

5. **Why did the Boer War cause great damage to the British Empire's reputation?**
   Answer: The Boer War caused great damage to the British Empire as the British were so brutal in their attempts to defeat the Boers. The British Army destroyed Boer villages, burnt their crops, killed their cattle, and prevented their movement with enormous barbed wire fences. Boer families who had lost their homes were housed in new settlements, which became known as concentration camps. Conditions in the concentration camps were dreadful, leading to the deaths of 25,000 Boers, and 12,000 Africans.

Suggested activities

- Complete a chart, drawing on this chapter and everything in previous chapters, listing points to answer the two following questions: 'How did Britain benefit from the Empire?' and 'How did the Empire benefit from Britain?'

- Choose some of the major territories of the British Empire (India, Ireland, Canada, Australia, Jamaica, South Africa, Hong Kong, Egypt, West African colonies) and rank them according to which benefited most and which suffered most from British rule. This should build an understanding that the impact of the British Empire varied from colony to colony.

Sources

- Imperial Federation Map of the British Empire, 1886.

- *The reception of the diplomatique and his suite, at the Court of Pekin* by James Gillray. Available online via the National Portrait Gallery.

- Contemporary print showing the distribution of relief in Bellary, Madras, *Illustrated London News* (1877).

- Dadabhai Naoroji, *The Benefits of British Rule* (1871). Available online via the Fordham Modern History Sourcebook.

- Emily Hobhouse on Bloemfontein Concentration Camp (1901). Available online via Spartacus Educational.

Thinking deeper questions

1. Why were the British able to rule the Empire with relatively few troops and officials?

2. Overall, do you think British rule had a positive or a negative impact on India?

Quiz questions

Unit 1: The British Empire

Chapter 1: America

1. Which European country first established colonies, such as Mexico, in the Americas?

    Spain

2. What was England's first successful colony in North America?

    Virginia

3. What crop was successfully grown in this colony from 1617 onwards?

    Tobacco

4. What ship transported the first English settlers to New England in 1620?

    The *Mayflower*

5. What were the first settlers in New England, known for their religious Puritanism, called?

    Pilgrim Fathers

6. What are Britain's colonies in America collectively called from 1732 onwards?

    Thirteen colonies

7. What was the biggest killer of Native American tribes living in North America?

    European diseases

8. Which island was England's first major sugar-producing colony?

    Barbados

9. How much more was the sugar trade worth compared to the tobacco trade by 1775?

    Five times

10. What nickname was given to sugar in the British colonies?

    'White gold'

Quiz questions

Unit 1: The British Empire

Chapter 2: India

1. Which imperial dynasty ruled in India from the 16th to the 19th century?

    Mughals

2. What was a prince who ruled an Indian province on behalf of the Emperor called?

    Nawab

3. What English company formed in 1600 was granted exclusive rights to trade with India?

    East India Company

4. What was a trading post where merchants did business in foreign lands called?

    Factory

5. Which British merchant in India made his fortune selling the world's largest diamond?

    Thomas Pitt

6. In which northeastern province of India did the British build their trading post Calcutta?

    Bengal

7. Which British officer defeated Siraj ud-Daulah at the Battle of Plassey?

    Robert Clive

8. In what year was the Battle of Plassey?

    1757

9. What treaty granted Britain an Indian Province to rule for the first time?

    Treaty of Allahabad

10. How many Indians were living under British rule by 1815?

    40 million

Quiz questions

Unit 1: The British Empire

Chapter 3: Australia

1. Which British explorer and navigator mapped Australia's eastern coastline?

    James Cook

2. What was the name of his ship?

    The *Endeavour*

3. Which botanist studied Australia's plants and wildlife during this journey?

    Joseph Banks

4. In what year was Australia claimed as a British colony?

    1770

5. What sort of colony did Australia become from 1788 onwards?

    Penal colony

6. What term was used to describe the people forced to live in Australia?

    Convict

7. How many of these people in total were deported to work in Australia?

    161,000

8. What was Australia's most successful industry by the start of the 19th century?

    Sheep farming

9. What nomadic hunter-gatherer people were native to Australia and nearby islands?

    Aborigines

10. What was the percentage decrease in Australia's native population from 1788 to 1900?

    90%

Quiz questions

Unit 1: The British Empire

Chapter 4: Ruling the waves

1. Who reformed the Royal Navy from 1751 onwards as First Lord of the Admiralty?

   George Anson

2. How many trees did it take to build the HMS *Victory*, launched in 1765?

   6,000

3. What global conflict saw Britain emerge as a dominant global power?

   Seven Years' War

4. In what year was the Treaty of Paris signed, ending this conflict?

   1763

5. What North American city did General Wolfe capture from the French in 1759?

   Quebec

6. What colony at the southern tip of Spain was Britain allowed to keep after the Treaty of Paris?

   Gibraltar

7. How many major battleships were in service for the Royal Navy by 1800?

   285

8. How many men did the Royal Navy contain by 1815?

   150,000

9. What groups travelled around Britain forcing men to enlist in the army or navy?

   Press gangs

10. What disease caused by a lack of vitamin C killed many sailors in the Royal Navy?

    Scurvy

Quiz questions

Unit 1: The British Empire

Chapter 5: Wealth and trade

1. What was Britain's biggest import during the 18th century?

    Sugar

2. In 1790, Britain imported 14.5 million kg of what product from China?

    Tea

3. What new materials could many more people wear due to colonial trade?

    Cotton and silk

4. What popular item of Georgian clothing was made from Canadian beaver fur?

    Tricorn hat

5. What term is used for a society where people can afford to buy non-essential goods?

    Consumer society

6. What economic practice discourages trade with rival nations?

    Mercantilism

7. What taxes did the British government place on goods imported from foreign countries?

    Customs duties

8. In 1770, what proportion of coffee that arrived in Britain was re-exported?

    94%

9. Which nation provided half the people who served in the East India Company?

    Scotland

10. Which female figure was used to symbolise the British Empire?

    Britannia

Quiz questions

Unit 2: The Americas

Chapter 1: American Revolution

1. What controversial 1765 law taxed legal and other documents in the American colonies?

    Stamp Act

2. What event in March 1770 turned many American colonists against the British Army?

    Boston Massacre

3. What phrase came to define the colonists' objection to British rule?

    'No taxation without representation'

4. Parliament's attempt to enforce the East India Company's monopoly led to what event?

    Boston Tea Party

5. Who was Britain's king at the time of the American Revolution?

    George III

6. In what town did the American War of Independence begin?

    Lexington

7. What name was given to the meeting of delegates from America's thirteen colonies?

    Continental Congress

8. What were colonists who sided with Britain and the king called?

    Loyalists

9. In what year was the American Declaration of Independence approved?

    1776

10. Who wrote the American Declaration of Independence?

    Thomas Jefferson

Quiz questions

Unit 2: The Americas

Chapter 2: American War of Independence

1.   How large was the British army which landed in America in 1776?

      32,000 troops

2.   What armed force representing all thirteen colonies did Congress form in 1775?

      Continental Army

3.   Which port city was the British army's base throughout the War?

      New York

4.   How long could it take for orders from London to reach the British army fighting in America?

      Three months

5.   Who was Commander-in-chief of American forces during the War of Independence?

      George Washington

6.   What key turning point in the War of Independence took place in 1777?

      Battle of Saratoga

7.   Which American writer and scientist was America's Ambassador to France?

      Benjamin Franklin

8.   In what year did Parliament vote to end the American War of Independence?

      1782

9.   What name was given to the key figures in the creation of the United States of America?

      Founding Fathers

10.   What do you call a series of laws establishing how a nation's political system functions?

      Constitution

Quiz questions

Unit 2: The Americas

Chapter 3: Transatlantic slave trade

1. How many Africans are estimated to have been transported to the Americas between the 16th and 19th centuries?

    12.5 million

2. What tropical islands were the destination for most slaves traded by British merchants?

    Caribbean

3. In what year did Charles II grant a charter for the Royal African Company to buy slaves from West Africa?

    1672

4. What trade system imports and exports goods to and from three destinations?

    Triangular trade

5. What term is often given to the sea journey undertaken by slave ships from West Africa?

    Middle Passage

6. For what reason would slaves be taken on deck each day?

    To exercise

7. How many Africans, in total, are British merchants believed to have transported across the Atlantic?

    3.1 million

8. How many Africans, in total, are believed to have survived that journey?

    2.7 million

9. Which British port cities grew particularly wealthy from the slave trade?

    Bristol and Liverpool

10. Name the freed slave who moved to London and published his autobiography in 1789.

    Olaudah Equiano

Quiz questions

Unit 2: The Americas

Chapter 4: Life as a slave

1. How was hot tar used to prepare slaves for auction?

    To cover sores and wounds

2. What term is given to marking a person or animal with a burning hot iron?

    Branding

3. What large colonial estates were used to grow crops such as coffee, sugar and tobacco?

    Plantations

4. What crop did slaves farm in the fields of North and South Carolina?

    Rice

5. What was the estimated life expectancy of a slave transported to the Americas?

    Eight to ten years

6. What were escaped slaves, who settled in the interior of Caribbean islands, called?

    Maroons

7. Name two minor forms of resistance in which slaves would engage?

    Working slowly, setting fire to crops, damaging plantation machinery

8. What would rebellious slaves be placed in, as punishment, to stop them from running?

    Spiked shackles

9. On what island did Toussaint L'Ouverture lead a slave rebellion in 1791?

    Haiti

10. What musical instrument, popular in the American south, has its roots in Africa?

    The banjo

Quiz questions

Unit 2: The Americas

Chapter 5: Abolition

1. What term was given to someone who publicly campaigned to end slavery?

   Abolitionist

2. Which leading campaigner helped form the Society for the Abolition of the Slave Trade in 1787?

   Thomas Clarkson

3. What is the name of a formal written request, often for a political cause, signed by many people?

   Petition

4. What term is given to an organised refusal to purchase a particular product?

   Boycott

5. Who was the leading campaigner against the slave trade in the House of Commons?

   William Wilberforce

6. In what year did the British Parliament abolish the transatlantic slave trade?

   1807

7. How many people signed the 1828 petition demanding the outright abolition of slavery?

   One and a half million

8. In what year did Parliament abolish slavery in the British Empire?

   1833

9. How many captured Africans did the Royal Navy free between 1807 and 1860?

   150,000

10. Who became the first black man to vote in a British election, in 1774?

    Ignatius Sancho

Quiz questions

Unit 3: The French Revolution

Chapter 1: The Ancien Régime

1. What was the name of the established social system in France before the Revolution?

   Ancien Régime

2. Who became King of France in 1774?

   Louis XVI

3. What magnificent royal palace was home to the French monarchy?

   Versailles

4. What proportion of the land in France did the nobility own?

   One quarter

5. How much of a French peasant's annual income was taken up with dues, taxes, and the tithe?

   Between one third and a half

6. What term was used to describe the French middle class?

   Bourgeoisie

7. What was the meeting of representatives from the three classes in France called?

   Estates-General

8. In what year did the French Revolution begin?

   1789

9. What name was given to the breakaway group formed by the Third Estate in that year?

   National Assembly

10. What medieval fortress in the centre of Paris did an angry mob storm on 14th July 1789?

    Bastille

Quiz questions

Unit 3: The French Revolution

Chapter 2. Execution and terror

1. What did the National Assembly abolish on 5th August, freeing France's peasantry?

    Feudalism

2. What document guaranteed the rights and freedoms of all French citizens?

    Declaration of the Rights of Man

3. What became the rallying cry of the French Revolution?

    Liberty! Equality! Fraternity!

4. The National Assembly confiscated land belonging to which institution?

    The Catholic Church

5. What was the name of the French king's Austrian wife?

    Marie Antoinette

6. What name was given to radical French revolutionaries, often lower-class Parisians?

    Sans-culottes

7. In what year was the French king executed?

    1793

8. Which group of political radicals used violence to defend the French Revolution?

    Jacobins

9. Who was the leader of France during 'the Terror'?

    Maximilien Robespierre

10. What machine did revolutionaries use to behead people during the Revolution?

    Guillotine

Quiz questions

Unit 3: The French Revolution

Chapter 3: The rise of Napoleon

1.   On what island was Napoleon born in 1769?

    Corsica

2.   What was Napoleon's position when the French Revolution began?

    A 20-year-old artillery officer

3.   Napoleon was placed in command of what French military force in March 1796?

    Army of Italy

4.   What country did Napoleon invade in 1798?

    Egypt

5.   What did Napoleon stage against the French Directorate in 1799?

    A coup

6.   What agreement between Napoleon and the Pope was signed in 1801?

    Concordat

7.   What French legal system was established in 1804?

    Napoleonic Code

8.   What title did Napoleon give himself in 1804?

    Emperor of the French

9.   Where did Napoleon win a decisive victory against France's enemy Austria?

    Battle of Austerlitz

10.   Who did Napoleon choose to be King of Spain?

    His brother Joseph

Quiz questions

Unit 3: The French Revolution

Chapter 4: Britain's response

1. What process describes opinion dividing and being driven towards two extremes?

   Polarising

2. Which British politician predicted 'the Terror' in *Reflections on the Revolution in France*?

   Edmund Burke

3. Which radical English writer celebrated the French Revolution in *The Rights of Man*?

   Thomas Paine

4. Which early English feminist wrote *Vindication of the Rights of Women* in 1792?

   Mary Wollstonecraft

5. Which group, inspired by the French Revolution, led a 1798 uprising against British rule?

   The United Irishmen

6. Who slit his own throat with a razor blade having been imprisoned by the British?

   Wolfe Tone

7. What new country did the 1800 Act of Union create?

   United Kingdom of Great Britain and Ireland

8. How many men did Napoleon assemble in his preparations to invade Britain?

   165,000

9. In which battle did the Royal Navy defeat France, ending Napoleon's invasion plans?

   Battle of Trafalgar

10. Which British Admiral led the Royal Navy during this battle?

    Horatio Nelson

Quiz questions

Unit 3: The French Revolution

Chapter 5: The Fall of Napoleon

1. Who did Napoleon marry in April 1810?

   The daughter of the Austrian Emperor (Marie-Louise)

2. What Europe-wide economic blockade against Britain did Napoleon lead?

   Continental System

3. What small, independent fighting forces did the Spanish form to resist Napoleon's rule?

   Guerillas

4. How large was the army that Napoleon amassed for his 1812 invasion of Russia?

   600,000 men

5. What term describes the Russian tactic of destroying their own villages and food supplies?

   Scorched earth

6. From what city did Napoleon retreat back to Western Europe in October 1812?

   Moscow

7. What proportion of Napoleon's invasion force of Russia survived?

   One in four

8. A combined British, Dutch and Prussian army defeated Napoleon at what battle?

   Battle of Waterloo

9. Who was commander of the British forces at this battle?

   General Wellington

10. In what year did this battle take place?

    1815

Quiz questions

Unit 4: The Industrial Revolution

Chapter 1: The steam engine

1.	What were the sole sources of power before the invention of the steam engine?

	Wind, water and muscle

2.	Who invented the first functioning steam engine in 1712?

	Thomas Newcomen

3.	What was the problem with his steam engine?

	It required huge quantities of coal

4.	What term describes achieving maximum productivity with minimum wasted energy?

	Efficiency

5.	Who built the first workable steam engine?

	James Watt

6.	In what year was the first workable steam engine built?

	1776

7.	Where was the first workable steam engine built?

	Birmingham

8.	What component was key to making this steam engine workable?

	Cold condenser

9.	What purposes did the first two workable steam engines serve?

	Pumping water out of a mine and powering bellows for a furnace

10.	Name two purposes that steam engines would fulfil during the 19th century.

	Weaving textiles, harvesting wheat, powering trains, printing newspapers, creating electricity

Quiz questions

Unit 4: The Industrial Revolution

Chapter 2: Cotton textiles

1. What term describes small-scale manufacturing taking place in people's homes?

   Cottage industry

2. What term describes introducing machinery to speed up a process, or make it cheaper?

   Mechanisation

3. What was used to spin cotton thread in pre-industrial Britain?

   Spinning wheel

4. What was used to spin cotton thread in post-industrial Britain?

   Crompton mule

5. What two inventions did this machine combine?

   Spinning jenny and water frame

6. What was used to weave cotton textiles in pre-industrial Britain?

   Handloom

7. What was used to weave cotton textiles in post-industrial Britain?

   Powerloom

8. What term describes growth that becomes increasingly rapid?

   Exponential

9. Which industrialist and inventor is said to have built the world's first modern factory?

   Richard Arkwright

10. Which city, known as 'Cottonopolis', was the centre of Britain's cotton industry?

    Manchester

Quiz questions

Unit 4: The Industrial Revolution

Chapter 3: Iron and coal

1. What percentage of European coal was already being mined in Britain in 1700?

    80%

2. Name two dangers that labourers experienced while mining for coal at this time?

    Suffocation, drowning, buried by collapsing mineshafts, blown up by pockets of natural gas

3. Why did British industry develop beside natural coal reserves?

    To provide fuel for engines and furnaces

4. How did the amount of coal mined in Britain increase from 1850 to 1900?

    From 50 million to 250 million

5. What brick or stone towers are used to turn iron ore into cast iron?

    Blast furnace

6. What fossil fuel with high carbon content and few impurities does heating coal create?

    Coke

7. Which ironmaster pioneered the use of this material to create cast iron?

    Abraham Darby

8. What significant structure did this ironmaster's grandson build in 1779?

    The world's first iron bridge

9. How did the invention of the steam engine help increase the production of cast iron?

    Powering bellows

10. Which ironmaster built an iron pulpit for his church, and was buried in an iron coffin?

    John 'iron mad' Wilkinson

Quiz questions

Unit 4: The Industrial Revolution

Chapter 4: Transport

1. How were goods usually transported overland in pre-industrial Britain?

   Horse-drawn carts and packhorses

2. What manmade waterways were built to transport heavy goods?

   Canals

3. How much coal could a horse-drawn barge carry, compared to a packhorse?

   300,000 kg, compared to 150 kg

4. What waterway was completed in 1761, linking the Worsley coalmine with Manchester?

   Bridgewater canal

5. What immediate impact did this waterway have on the price of coal in Manchester?

   It halved

6. What was the fastest form of passenger travel in pre-industrial Britain?

   The stagecoach

7. In what year did the Liverpool to Manchester Railway open?

   1830

8. Which engineer built the train for this railway?

   George Stephenson

9. What was the name of his prize-winning steam train?

   Rocket

10. What were the labourers who built the roads and railways of the Industrial Revolution called?

    Navvies

Quiz questions

Unit 4: The Industrial Revolution

Chapter 5: The Railway Age

1. What was Britain's period of enthusiastic railway building during the 1840s called?

    Railway Mania

2. How many miles (to the nearest thousand) of railways were there in Britain by 1875?

    15,000

3. How did the time taken to travel from London to Bristol change between 1780 and 1841?

    Reduced from 19 hours to 4 hours

4. What was set throughout Britain from 1847 onwards due to railway timetables?

    Standard time

5. What dish became hugely popular in Britain due to the railways transporting fresh food?

    Fish and chips

6. What new system of electrical communication transmitted messages along metal cables?

    Telegraph

7. What was Birmingham's nickname during the Industrial Revolution?

    'City of one thousand trades'

8. What nickname did mid-Victorian Britain gain due to its industrial dominance?

    'Workshop of the world'

9. Which celebrated Victorian engineer built the Great Western Railway?

    Isambard Kingdom Brunel

10. What steamship, then the largest in the world, did this engineer complete in 1859?

    SS *Great Eastern*

Quiz questions

Unit 5: The Age of Reform

Chapter 1: Urbanisation

1. What term describes the growth of urban areas, often caused by inward rural migration?

   Urbanisation

2. When did the British census reveal over half of the population lived in urban areas?

   1851

3. What cheap terraced houses with no back yards were built to house industrial workers?

   Back-to-backs

4. What did whole streets in the poorer parts of industrial cities usually have to share?

   A water pump and a toilet

5. What happened in London's long summer of 1858, causing Parliament to be suspended?

   Great Stink

6. What term describes government leaving society to function with little intervention?

   Laissez faire

7. Who wrote *The Sanitary Conditions of the Labouring Population* in 1842?

   Edwin Chadwick

8. What did he discover was the life expectancy in Manchester, compared to rural Rutland?

   17 compared to 38

9. In what year did Parliament pass the Public Health Act?

   1875

10. What did this Act force town councils to establish?

    Sewers, drainage and clean water supply

Quiz questions

Unit 5: The Age of Reform

Chapter 2: Factory life

1. In what way did factory work tend to be different to rural work?

   More specialised and repetitive

2. How long were the days often worked by labourers in Britain's early factories?

   12–14 hours

3. How were employees who broke factory rules often punished?

   Docked pay

4. What age, on average, were children sent to work in industrial areas during the early 19th century?

   Eight and a half

5. What two jobs did children often carry out in cotton mills?

   Scavenger and piecer

6. What was often the consequence of the strain of physical labour on child workers?

   Lifelong deformities

7. How many children worked in Britain's coalmines by the early 1840s?

   20,000

8. What job could cause Victorian child labourers to choke to death on soot?

   Climbing boy

9. What name was given to textile weavers who attacked factories and destroyed machines?

   Luddites

10. In what year did their first attack on Nottingham stocking frames take place?

    1811

Quiz questions

Unit 5: The Age of Reform

Chapter 3: Social reform

1. Which Tory aristocrat became a champion for factory reform during the 1830s?

   Anthony Ashley Cooper (7th Earl of Shaftesbury)

2. The 1833 Factory Act set what age as the minimum for factory employment?

   9 years old

3. What did employers have to provide for child labourers under the age of 13?

   Two hours a day of schooling

4. Where were women, girls and boys under the age of 10 banned from working in 1842?

   Coalmines

5. What is an association of workers formed to pursue collective interests called?

   Union

6. Which six Dorset farm labourers were transported to Australia in 1834?

   Tolpuddle Martyrs

7. What was their supposed crime?

   Swearing an oath to join a Friendly Society

8. What local payment was given to the poor and unemployed since the Tudor period?

   Parish relief

9. What Victorian institutions were built to provide for the poor and unemployed?

   Workhouses

10. According to the 1846 scandal, how did inmates at the Andover workhouse keep fed?

    Sucking rotting marrow from the inside of bones

Quiz questions

Unit 5: The Age of Reform

Chapter 4: Political reform

1. What proportion of the British population had the right to vote before the Great Reform Act?

    2.5%

2. What were electoral boroughs where just one family or landowner elected the MP called?

    Rotten boroughs

3. Name four large industrial cities that did not have an MP before the Great Reform Act?

    Birmingham, Manchester, Sheffield and Leeds

4. What term is given to elections in which votes are not cast in public?

    Secret ballot

5. What infamous event took place in Manchester in 1819?

    Peterloo Massacre

6. In what year was the Great Reform Act passed?

    1832

7. What was the voting qualification in Britain following the Great Reform Act?

    Men living in a property worth over £10

8. What working class movement for equal political rights began in 1838?

    Chartism

9. Name three of their six demands.

    Universal male suffrage, equal electoral districts, removal of property qualifications for MPs, payment of MPs, secret ballot, annual elections

10. Which British Prime Minister extended the vote to all male homeowners in Britain?

    William Gladstone

Quiz questions

Unit 5: The Age of Reform

Chapter 5: Law and order

1. Who became Britain's first and only Prime Minister to be assassinated in 1812?

    Spencer Percival

2. What city slums made up of dark, narrow alleyways did criminals often inhabit?

    Rookeries

3. What organisation was created in 1829 to combat crime in London?

    Metropolitan Police

4. Which Tory Home Secretary created this organisation?

    Robert Peel

5. Where in Whitehall were the headquarters of this organisation located?

    Scotland Yard

6. What happened to crime rates during the second half of the 19th century?

    They began to fall

7. Which Quaker philanthropist began a campaign to reform Britain's prisons in 1813?

    Elizabeth Fry

8. This philanthropist's campaign was inspired by a visit to which prison?

    Newgate

9. Name two measures introduced by the 1823 Jails Act.

    Prison inspections, visits from doctors, schools for prison children, payment for jailers

10. What crimes are 'Jack the Ripper' thought to have committed in 1888?

    Murder of five prostitutes

Quiz questions

Unit 6: The Victorian Empire

Chapter 1: Queen Victoria

1. In what year was Queen Victoria crowned?

    1837

2. Who did Queen Victoria marry in 1840?

    Prince Albert

3. What international celebration of industry did Queen Victoria's husband help organise in 1851?

    Great Exhibition

4. In which famous structure did this event take place?

    The Crystal Palace

5. What title did Queen Victoria adopt in 1876?

    Empress of India

6. Which Prime Minister convinced Queen Victoria to adopt the title?

    Benjamin Disraeli

7. What was the name of Queen Victoria's Indian servant?

    Abdul Karim

8. How many miles of telegraph cable lay beneath the ocean by 1880?

    100,000

9. Which army nurse became a celebrated Victorian figure due to her work in the Crimea?

    Florence Nightingale

10. A distorted version of what was used to defend ideas of racial superiority in Britain?

    Darwin's *Theory of Evolution*

Quiz questions

Unit 6: The Victorian Empire

Chapter 2: Indian Rebellion

1. In 1813, a ban was lifted on what group of people working in India?

    Christian missionaries

2. What Hindu custom involved a widow throwing herself on her husband's funeral pyre?

    Sutti

3. What permanent government staff is responsible for administering a country?

    Civil Service

4. What name was given to the Indian soldiers serving in the British Indian Army?

    Sepoys

5. In what year did the Indian Rebellion take place?

    1857

6. What term describes a rebellion of soldiers or sailors against their commanding officers?

    Mutiny

7. What rumour sparked the beginning of the Indian Rebellion in Meerut?

    Rifle cartridges had been sealed with pig and cow fat

8. How many Indians are the British thought to have killed following the rebellion?

    100,000

9. What term was used to describe British rule of India from 1858 to 1947?

    Raj

10. Name two ways in which the British Raj tried to differ from the East India Company.

    Celebrating Indian traditions, promoting opportunities for Indians

Quiz questions

Unit 6: The Victorian Empire

Chapter 3: Ireland and Home Rule

1. To what religion did Ireland's ruling class belong by the 18th century?

   Protestantism

2. What proportion of Ireland's population was Catholic at this time?

   80%

3. What institution did the 1800 Act of Union remove from Ireland?

   Irish Parliament

4. What term was given to Irish landowners who rarely visited the lands they let?

   Absentee landlord

5. What social catastrophe began in Ireland in 1845?

   Potato Famine

6. How many people had died in Ireland due to this catastrophe by 1852?

   One million

7. How many Irish men and women emigrated over the next 25 years?

   Three million

8. What secret organisation did Irish nationalists form in 1858?

   Irish Republican Brotherhood

9. What policy did many see as the solution to unrest in Ireland?

   Home Rule

10. Which Prime Minister repeatedly tried and failed to reverse the 1801 Act of Union?

    William Gladstone

Quiz questions

Unit 6: The Victorian Empire

Chapter 4: The Scramble for Africa

1. What proportion of African territory did European powers colonise from 1880 to 1900?

    90%

2. What was this period of European colonisation known as?

    'Scramble for Africa'

3. What Egyptian shipping route connects the Mediterranean with the Indian Ocean?

    Suez Canal

4. What form of government did the British establish in Egypt from 1882?

    Puppet government

5. At what battle were 10,000 Mahdist soldiers killed in the Sudan in 1898?

    Battle of Omdurman

6. What was the name of one of the world's first machine guns, used by British troops in this battle?

    Maxim gun

7. What colony on the southern tip of the African continent did Britain gain in 1814?

    Cape Colony

8. Which descendents of Dutch-speaking farmers inhabited this colony?

    Boers

9. What was discovered in this colony in 1866, attracting a flood of British settlers?

    Diamonds

10. Which businessman and politician in southern Africa became an icon of the British Empire?

    Cecil Rhodes

Quiz questions

Unit 6: The Victorian Empire

Chapter 5: Ruling the Empire

1. What popular saying illustrated the expanse of the British Empire at its height?

   'The sun never set on the British Empire'

2. What name was given to the international peace overseen by the British Empire?

   Pax Britannica

3. By how many years did life expectancy in India increase during British rule?

   11

4. The farming of what by the British caused repeated famines in India?

   Cash crops

5. What war did the British fight with China from 1839, for the right to sell illegal drugs?

   Opium War

6. What sort of colony did the British believe was capable of 'responsible government'?

   Settlement colony

7. In what sort of colony did a class of British officials govern the native population?

   Dependent colony

8. British rule in many colonies depended upon what with native power structures?

   Co-operation

9. How many Boers and Africans are thought to have died during the Boer War?

   25,000 Boers and 12,000 Africans

10. What form of settlement did the British develop during the war for displaced Boers?

    Concentration camps