




Topics to revise			
Constraints on kingship: the barons' dissatisfaction with King John's rule and its resolution; Magna Carta, its terms and its short and long-term impact.			
The origins of parliament: issues between King Henry III and his barons; the role of Simon de Montfort; the Provisions of Oxford and the Parliament of 1265 and their short and long-term impact.			
Medieval revolt and royal authority: the social, economic and political causes of the Peasants Revolt; actions by rebels and government; impact of the Peasants' Revolt.			
Popular uprisings against the Crown: the social, economic, religious and political causes of the Pilgrimage of Grace; the implications for royal authority; Henry VIII and his government's reaction and the impact of the uprising.			
Divine Right and parliamentary authority: the causes of the English Revolution; the New Model Army and the development of political radicalism during the Civil War era; the short and long-term impact of the English Revolution, including the significance of trial and execution of Charles I and Oliver Cromwell and the Commonwealth.			
Royal authority and the right to representation: the causes of the American Revolution including the relationship between the government and people; impact and significance of the American Revolution.			
The extension of the franchise: radical protest; the Great Reform Act, causes and impact, including further reform; Chartism, causes, actions and impact.			
Protest and change: campaigning groups and their methods and impact, including the Antislavery movement; the Anti-Corn Law League; factory reformers; social reformers.			
Workers movements: the development of trade unionism and its impact, including Grand National Consolidation Trades Union (GNCTU), Tolpuddle Martyrs, New Model Unions and new unionism, including the match girls' and dockers' strikes.			
Women's rights: the campaign for women's suffrage, reasons, methods and responses; role of individuals, including the Pankhursts; the reasons for the extension of the franchise and its impact; progress towards equality in the second half of the 20th century.			
Workers' rights: the General Strike (1926), actions, reactions and impact; trade union reform in the late 20th century.			
Minority rights: the development of multi-racial society since the Second World War; discrimination, protest and reform; the Brixton Riots, their impact, including the Scarman Report.			

British thematic study

Britain: Power and the people 1170 – present day

Assessment focus

The thematic unit will be examined in the first part of paper 2. The questions could be on any part of the thematic content so it is important that you revise it all.

There will be four questions which will test 3 assessment objectives:

AO1 – knowledge and understanding

AO2 – explanation and analysis

AO3 – analyse, evaluate and use sources to make judgements

Question	Type	A01	A02	A03	SPAG	Total marks
1	How useful			8		8
2	Explain significance	2	6			8
3	Compare	4	4			8
4	Factors	8	8		4	20

1. How useful is Source 1 in explaining attitudes to women's suffrage in 1912? (8 marks)

Source content – explain how the source suggests this, select from source to support answer.

Provenance – study the provenance (origin) of the source and explain how this could influence its view or opinion. (Who, When, purpose)

Own knowledge – accurate -

Conclusion – how useful is this source.

2. Explain the significance of the people's charter. (8 marks)

Identify 3 significances and explain them in 3 separate paragraphs.

You may focus on:

How the event is unique.

Who gained power?

Who lost power?

3. Compare Magna Carta with the English Civil War. In what ways were they similar? (8 marks)

Paragraph 1: How are the causes of the two events similar?

Paragraph 2: How are the events of the two events similar?

Paragraph 3: How are the consequences of the two events similar?

4. Has the economy been the main factor in causing protest in Britain since medieval times? Explain your answer with reference to the economy and other factors. (16 marks) (4 SPAG)

1st Paragraph – economy

2nd/3rd/4th paragraph – other factors

Conclusion – is economy the main factor?

KING JOHN – CAUSES OF THE FALLOUT WITH HIS BARONS

- **RELIGIOUS** - King John argued, with the POPE when he refused to support the appointment of Stephen Langton as Archbishop of Canterbury. In retaliation the Pope banned church services in England. This made King John very unpopular with the people as they were very religious.
- **ECONOMIC** - King John lost the support of the BARONS as he lost their lands in France and he continued to increase the TAXES (scutage) they had to pay to him.
- **POLITICAL** - • By 1215 the barons had had enough! They put an army together and marched on London demanding the King negotiate with them. In June 1215 King John met the barons near Windsor to talk about how the country should be governed.

WHAT WAS 'MAGNA CARTA'?

Magna Carta contained 63 promises that the barons wanted John to keep. These would change the power of the King and give the barons more control.

Some of the promises were:

- Stop unfair taxation
- Ensure a barons heir inherited his land
- Let the Church make its own appointments
- Prevent arrest without trial
- Protect merchants
- Create a group of 25 barons to monitor the King

King John breaks his promise – The BARONS WAR

King John quickly broke his promises and started to gather an army. He had the support of the Pope; the barons had the support of the French.

The barons occupied Rochester Castle between Dover and London. King John laid siege to the castle King John's men burned down the castle walls and stormed the castle. It seemed John held all the power

In May 1216 the French Prince Louis arrived with soldiers. The barons promised him the English throne. Soon they controlled most of England.

Prince Louis was announced (but not crowned) King in June 1216. In October 1216 King John died.

The barons decided to crown John's young son Henry as King as he was only a child and they felt he would be easy to deal with.

Significance of Magna Carta at the time	Significance in later periods
<ul style="list-style-type: none">- It did not solve the problem- John only temporarily agreed to stop the civil war. John soon went back on his word.- It had limited scope at the time – it did not affect ordinary people it was just about the rights of the barons. So any power gained was only for them and not all the people of England.- The barons must have thought it was important as they reissued it to future Kings. It is the first time that a King is told he cannot totally do as he pleases.	<ul style="list-style-type: none">- As more people become free, it applies to more people. As Magna Carta applies to more people its significance grows.- It established more core principles that the King had responsibilities to the people and would be held to account by the barons if he did not live up to those responsibilities.- It became a symbol of people power. When later protest movement started, they used Magna Carta as their reference point. It was seen as the first step in the process to democracy.

Revision check – complete a little flow chart to show the story of Magna Carta

List three reasons the barons were unhappy with John

SIMON DE MONTFORT AND THE ORIGINS OF PARLIAMENT

Simon was a baron who became close to King Henry II and he eventually married the King's sister. This gave him the chance to gain great wealth.

Henry repeated the same mistakes as his father:

He lived an extravagant lifestyle and was always short of money. He lost two major wars in France and only listened to a few advisors.

The barons felt like History was repeating itself.

In 1254 Henry wanted more money for war and the barons were unhappy. They asked Simon De Montfort to help them.

THE PROVISIONS OF OXFORD AND THE SECOND BARONS WAR:

The Provisions of Oxford 1258

- Simon De Montfort led the barons who called the Great Council against Henry in 1258.
- During the meeting the King agreed to the Provisions of Oxford. This stated that a council of 15 barons would be in charge of the Great Council.

The King agreed that; -

POLITICAL –

- Foreign members of the royal household would be banished.
- Castles would be held by Englishmen.
- Each county would have a sheriff and taxes would be decided locally.
- The barons also refused to fund the planned payment to the Pope.
- The barons could make decisions without the Kings Presence or approval.
- The King could not make decisions without the approval of the council.

OPPOSITION TO THE PROVISIONS OF OXFORD

Some barons were opposed to it. They felt the reforms were interfering with their local interests. Those lower in society were given a greater say. Barons were forced to accept reforms demanded by their tenants.

HENRY'S RETURN TO POWER

The arguments among the barons led the way for Henry to return to power and reject the Provisions of Oxford. Simon De Montfort left for France in disgust.

THE RETURN OF DE MONTFORT

Three years later De Montfort returned and started the Second Barons' War. De Montfort and his men were victorious at the Battle of Lewes in 1254. De Montfort captured the King and imprisoned his son. England was without a King. England was on the way to becoming a republic!

THE KING AND A NEW PARLIAMENT

De Montfort reconfirmed the Magna Carta and the Provisions of Oxford. In 1265 de Montfort called a meeting of the Great Council and invited merchants and knights from every county.

So ordinary people had been invited to the Great Council for the first time to have their voices heard!! This is sometimes referred to as the FIRST EVER PARLIAMENT!!

THE BARONS CHANGED THEIR MIND - The Battle of Evesham 1265

The barons were concerned that De Montfort was gaining too much power and began to support Henry. The King's son Edward had been released and he raised an army against de Montfort.

In August 1265 at the Battle of Evesham De Montfort was killed and Henry returned to the throne.

EDWARD AND FUTURE PARLIAMENTS.

Henry ruled until 1272 and never called a meeting of the Great Council BUT!! When Edward became King he realised that he would have to negotiate with the barons if he wanted more money. Therefore he called many parliaments. In 1295, he called what would be known as the MODEL PARLIAMENT that most resembles ours today.

De Montfort significant	De Montfort not significant
<ul style="list-style-type: none">- De Montfort's parliament did not represent ordinary people but it was the first to include representatives from the whole country and not just barons.- It established the idea that a King should call parliament to raise taxes.- De Montfort's parliament became a symbol for democracy.- The way he died made him a martyr for freedom.	<ul style="list-style-type: none">- De Montfort's parliament did not represent ordinary people- Only the elite of society such as barons could vote and voting was not done in secret.- Women were still not allowed to attend the parliament.

Revision check – What were the provisions of Oxford?

What was new about the Great council?

Why did the barons turn against De Montfort?

THE PEASANTS REVOLT – 1381

Causes

- The Black Death killed a third of the population between 1348 and 1351. This would have a big impact on medieval society. It meant a shortage of peasants to bring in the harvests.
- However, for the surviving peasants there were big advantages. Fewer workers meant they started to demand higher wages and many moved to other villages in search of more money.
- However Local lords were worried. The peasants were gaining too much power so in 1351 the King passed the Statute of Labourers. This kept wages at the level they were before the Black Death.
- King Edward III introduced a poll tax to pay for wars against the French. This kept on rising and everyone over the age of 15 had to pay.
- Preachers such as John Ball started to preach to the peasants that they were being exploited by the Church and the Barons. John Ball preached that everyone was equal.

In 1381 the peasants had had enough. They started a revolt against a system that they felt was very unfair.

THE ACTIONS OF THE REBEL PEASANTS AND THE GOVERNMENT.

Rebel peasants from Essex and Kent march on London in June 1381. They had already killed tax collectors and the Archbishop of Canterbury and freed John Ball from prison. King Richard II promises to meet the peasants.

Wat Tyler, the leader of the Kent rebels meets the King at Mile End and outlines the peasants demands, namely a royal pardon to all those involved in the revolt and all peasants to be made freemen. The King agrees to the demands and asks the peasants to go home. Many agree to do so.

King Richard II meets the rebels again. Tyler increases his demands. One of the King's men kills Tyler. The King seems to agree to the rebels demands.

<u>Significance at the time</u>	<u>Longer term significance</u>
<ul style="list-style-type: none">- It was the first time commoners had rebelled against royal power. This scared the King and his nobles.- In the short term, the rebellion failed as Richard went back on his promise and killed the leaders of the revolt.	<ul style="list-style-type: none">- However the leaders succeeded in that the peasants were never taxed heavily again- Peasants wages continued to rise- More peasants became freemen and were able to buy their own land.- First time ordinary people started a rebellion

Revision check - What was the statute of labours?

Why was poll tax introduced?

Why were the peasants so annoyed with the King?

What is the significance of the Peasants revolt?

HENRY VIII AND THE PILGRIMAGE OF GRACE

Henry saw the Pope (the head of the Catholic Church) as a rival to his power in England and Henry was furious with the Pope when he refused to give him a divorce from his first wife Catherine of Aragon.

Revision check

What different reasons were there for Henry to break with Rome and start the English reformation?

Henry made himself head of the Church of England through the **Act of Supremacy in 1534**. His Lord Chancellor Thomas More was executed when he refused to accept Henry as head of the Church. Henry no longer had to pay taxes to the Pope in Rome.

Once Henry had broken with Rome he started the dissolution of the monasteries. Henry needed money and one way to raise money was to take money from the monasteries. These actions became known as the dissolution of the monasteries.

The monasteries controlled a quarter of the land in England. In 1536 Parliament passed an act closing all small monasteries that had an annual income of less than £200. The King would now gain the money they made.

Reaction – The Pilgrimage of Grace

Why were the people unhappy with the changes?

- The church and monasteries had always helped the poorest in society and Henry had taken this away.
- Henry made lots of money from closing the monasteries but still increased taxes
- The Church of England was different to Catholicism and many people did not like the services
- Prominent nobles lost their position after the change of religion and Henry's divorce

The pilgrims were clear however they were rejecting the changes to the church not Henry as King.

Demands of the pilgrims

- In 1536 a rebellion broke out in Yorkshire. It was an uprising by Christians who were worried about the changes Henry had made to the Church.

They demanded; -

- i. Restore the monasteries to church control.
- ii. Recognise the Pope as Head of the Church.
- iii. Dismiss Thomas Cromwell and other ministers who were giving the King poor advice.

What happened?

- The pilgrims captured key locations. By the end of October they had control of most of Northern England.
- The King chose the Duke of Norfolk to represent him and negotiate with the pilgrims. In October he met the pilgrims at Doncaster. They presented him with a list of demands to which they added that a parliament must meet in York
- The Duke of Norfolk reassured Robert Aske (the leader of the pilgrims) that he would present their list of demands straight to the King and they would be given royal pardons.

The revolt breaks out again

News was reaching the rebels that Henry had no intention of agreeing to their demands. In January 1537 they attacked castles in Hull, Beverley and, Scarborough.

This gave Henry the excuse he needed to cancel the pardons. The Duke of Norfolk gathered an army and travelled north. The rebels surrendered and 74 of them were hanged. Aske the leader was executed.

IMPACT OF THE REBELLION

- Thomas Cromwell (the King's chief advisor) ordered that all those who had gone against the King should be killed. Robert Aske was killed in York in July 1537. The end of the monasteries
- In 1539 Henry began the dissolution (taking into royal control) of the larger monasteries. Those abbots who tried to resist were often executed. The monasteries were coming to an end.
- The monasteries were left empty, stripped of their gold and jewels. Henry gets what he wants
- Royal Court Finances improved greatly after the pilgrimage, the money from the monasteries Henry spent this money developing the Royal Navy.
- No more rebellions took place during Henry's reign. He had dealt with the Pilgrimage of Grace with deceit (lies) and ruthlessness (eg. Executions). King Henry VIII now had full control of the church and his country.

Revision check

Why did people dislike the reformation?

What did the Pilgrims demand?

How did Henry react to the pilgrimage?

Did the Pilgrims achieve anything?

What is significant about the Pilgrimage of Grace?

How is the pilgrimage similar to the Peasants revolt?

The English civil war – The English revolution

Causes - Why did King Charles I argue with Parliament?

1. ECONOMIC – Charles needed money to fight wars. Parliament would not give it to him. Charles introduced a tax known as 'Ship Money' to try to make him independent of Parliament. Many people refused to pay.
2. RELIGIOUS – Charles married a French Catholic princess Henrietta Maria. Protestants were worried that she was having too much influence over the King William Laud the Archbishop of Canterbury brought in many changes which angered Protestants as they thought he was making church services look similar to Catholic Church services
3. POLITICAL – Many men in parliament were PURITANS. They were strongly against any changes that looked like England going back to a more catholic country.

Events

The King needed money to fight the Scots.

In April 1640 Parliament said it would give King Charles money on condition that; -

1. He had to promise NOT to pass laws without parliament's consent.
2. He had to promise not to raise unpopular taxes.
3. He had to promise to stop the religious changes. Charles refused to give in to these demands.

Charles tried to arrest the leading MPs but they had already fled.

THE ENGLISH CIVIL WAR AND THE ROLE OF THE NEW MODEL ARMY

In August 1642 King Charles I declared war on Parliament. The English Civil War had begun!

The war was between two sides;-

1. The Roundheads – supporters of Parliament supporters tended to be from the middle class and peasants. Most support came from the south of England and London.
2. The Cavaliers – supporters of the King. Supporters tended to come from wealthy, landowners. Most support was in the north of England.

OLIVER CROMWELL a Member of Parliament trained a new army known as the New Model Army. This army was chosen on ability rather than privilege and was very well trained and very religious.

At the Battle of Naseby in 1645 the New Model Army defeated the King's army using new tactics. Naseby was the end of the Kings last great army.

Consequences

King Charles was captured in 1647 and imprisoned.

While imprisoned Charles tried to convince the Scots to make an army against the English parliament. This proved to parliament that the King could not be trusted. Charles was executed and a law was implemented stating there would be no new monarch.

Significance

- Parliament had challenged the King and been successful
- Ruled without monarch for 10 years – showing power could change
- Increased parliament power.

Oliver Cromwell – Protectorate

POSITIVE VIEWS OF CROMWELL'S RULE (THE PROTECTORATE)

- He was a great military leader. He won wars against the Dutch and the Spanish and restored England's reputation abroad.
- People were free to worship any religion they liked.
- Many ordinary people liked England without a King.

NEGATIVE VIEWS OF CROMWELL'S RULE.

- Cromwell appointed Major General's to the 11 districts he created. They tried to keep strict control over many aspects of people's lives – they even tried to stop Christmas celebrations.
- The Levellers, a religious group who believed in equality were imprisoned by Cromwell and their leaders executed.
- Cromwell was very cruel in Ireland. He ordered many Irish people to be killed and their land was taken and given to Protestants. The end of Cromwell and the Commonwealth
- Cromwell died in 1658 to be succeeded briefly by his son Richard.
- In 1660 Charles II rode back into London and was crowned King of England, Scotland and Ireland.

Revision check

What are 3 different causes of the civil war?

What was different about the new model army?

What are the consequences of the civil war?

Why is it significant?

What similarities can you find between Cromwell and Simon de Montfort?

The American Revolution

CAUSES

- Colonists paid taxes to British parliament with no representation. Army Tax and Navigation Tax
- British boundaries stopped Colonists accessing good farm land.
- Boston massacre the British army killed some anti-British colonists.
- Boston Tea Party, colonist boarded ships with tea and threw the tea in the harbour to protest against the heavy tea tax.

EVENTS

- George Washington was made leader of the army.
- Declaration of independence created.
- Fought for 7 years to achieve independence.
- Battle of Yorktown - British defeated when American reinforced with 3000 more men and British were cut off from receiving supplies by sea.

CONSEQUENCES

Consequences for America

- America set up their own system of government with a written set of rules (called a CONSTITUTION) in parliament (CONGRESS) and a PRESIDENT. This system still exists today.
- Not everything was perfect. Only the rich, could vote, slavery still existed and Native Americans were heavily discriminated against.
- However, by the early twentieth century America had developed into the most powerful country in the world.

Consequences for Britain

- With the loss of America, Britain turned to other parts of the world to colonise eg. Australia and New Zealand.
- Relations with America improved and Britain continued to grow its empire in countries like India.
- Britain was worried that the idea of overthrowing authority could spread to Britain.

Consequences for the world.

- The success of America and its fight against British authority inspired one of the most famous events in European history – the FRENCH REVOLUTION OF 1789 when the French people overthrew their King Louis XIV.
- This in turn would inspire the working class in Britain when it comes to FIGHTING FOR THE RIGHT TO VOTE!

SIGNIFICANCE

- First colony lost for Britain
- Less taxes for Britain
- Major change of power achieved

Revision check

What do you think was the main reason the Americans began the revolution?

How did the Americans win at Yorktown?

What are the consequences of the revolution?

What is the significance of the American Revolution?

How were the English and American revolutions similar? Can you think of 3 similarities?

The Vote and the Great reform act

CAUSES

1. The voting system was corrupt – there was no secret ballot and voters could therefore be intimidated or bribed
2. Rotten boroughs were a problem such as Old Sarum who sent an MP to parliament but no one lived there.
3. Only people who owned property had the vote
4. Factory owners were not represented in parliament
5. There was no standard property qualification that gave someone the right to vote; this meant that in some places people could vote if they had a fireplace and a door with a lock (potwalloper boroughs) but in others people had to own a house.

EVENTS

Peaceful protesters in 1819 at Peterloo went to hear Henry Hunt speak in St Peter's Field in Manchester 60000 people gathered to demand the right to vote.

The local magistrate called in the local militia (army) to break up the protest. 600 people were injured and 15 killed. The event was known as the Peterloo Massacre. The government banned any meeting of more than 50 people.

In 1829 Thomas Attwood formed the Birmingham Political Union. They were pushing for voting reform.

Other similar organisations formed around the country.

Petition 1 – Got through the Commons but not the Lords

Petition 2 – Still through Commons and not Lords. Earl Grey convinces William to appoint some Whig Lords to counteract Tory Lords.

Petition 3 – Looks the same as 1 and 2 but Earl Grey convinces William to appoint some Whig Lords to counteract Tory Lords.

With this threat of Lord change, protests, violence and the threat of revolution, bill is passed.

Great Reform Act 1832 got rid of rotten boroughs, gave new cities MPs, gave vote to people earning over £150 a year.

CONSEQUENCES

- Change to the voting system
- Power to the middle class – increased representation
- Proved change by the people was possible
- King and landowners power reduced
- No change for working class.
- No secret ballot meant those who could vote might still feel pressure to vote for landowner/factory owner etc.

Revision check

What was a rotten borough?

How is the voting system corrupt?

What happens at the Peterloo massacre?

What changes with the Great Reform act?

Why is it significant?

Compare the American colonists to the early 19th century parliamentary reformers. In what ways might they be similar?

The Chartists

CAUSES

- Poor living and working conditions for the working class due to industrial revolution.
- Lack of jobs.
- Introduction of workhouses through the Poor Law 1834.
- Bad harvest in the 1830's.

EVENTS

In 1836 William Lovett formed the Chartist movement. The movement organised MASS SIGNING of PETITIONS to be sent to Parliament.

The Chartists had six main aims set out in a document called 'THE PEOPLE'S CHARTER';-

- VOTES FOR MEN
- EQUAL SIZE CONSTITUENCIES
- VOTING IN SECRET
- WAGES FOR MPs
- NO PROPERTY QUALIFICATIONS TO BE ABLE TO VOTE
- AN ELECTION EVERY YEAR

In 1839 the first petition was sent to Parliament it was rejected.

The rejection of the petition was a real blow to the Chartist movement and some supporters decided that peaceful methods were not enough. In 1842 the second petition was rejected.

O'CONNOR became the leader of the movement in 1842. He called for violent actions to pressurise parliament into agreeing to the demands. Many workers in factories started to vandalise machinery.

A third petition was signed in 1847. O'Connor and 50 000 Chartists went to London. Only O'Connor could enter the city. Many of the 5 million signatures on the petition were forged and Parliament saw it as a farce.

CONSEQUENCES

Chartism failed in the short term because of strong parliamentary opposition, standard of living started to increase, the divided leadership and the lack of one clear message.

However, in the long term, campaigns for the electoral reform were very successful and five of the six chartist's aims were met by 1928.

REVISION CHECK

What did the Chartists want?

Did they succeed?

Why did they have problems gaining their aims?

What is the significance of the Chartist movement?

Anti-corn law league

WHAT IS THE CORN LAW?

The Corn Laws were introduced in 1815 because during the war with France, Britain banned cheap French wheat used to make flour for bread. Without any competition the British farmers got a high price for the wheat they grew. This made farmers and landowners happy.

CAUSES

- Riots began across the country as the price of bread increased because of the Corn Laws. The working people were not happy.
- The anti-corn law league was created and was mostly made up of middle class men who felt the price controls on wheat were unfair to the poor.

EVENTS

The league had two prominent members – Richard Cobden and John Bright (both MPs)

Both men were excellent speakers and spread the word of the league throughout the country. They used peaceful tactics such as:

- Giving speeches
- Creating pamphlets
- Publishing newspaper articles
- Using the railways to travel faster
- Sending pamphlets through the penny post to reach every eligible voter

They argued that the laws were unfair to the poor, cheap wheat would lower living costs, with cheaper wheat people could spend on other products, relationships would improve with other countries through trade.

In 1846 the potato famine in Ireland caused starvation as there was no spare wheat to give. Crop failures started in England at the same time.

Prime Minister Robert Peel went against his own party and repealed the Corn Laws to allow for cheaper foreign wheat to be used to feed the people. He had always supported the Anti-corn law league throughout but when he finally repealed the law he faced so much opposition, he was forced to resign.

CONSEQUENCES –

Lower wheat prices did not affect the farmers as there was now greater population. The power of the landowning classes had been challenged by repealing the Corn Laws.

SIGNIFICANCE –

- Achieved their aims, unlike the Chartists
- Showed Parliament could be influenced by common man.
- Power for the working class. Loss of power for wealthy landlords and MP's

REVISION CHECK –

Can you see any similarities with other events in the methods the anti-corn law league used?

What did the league achieve?

Abolition of Slavery

CAUSES

- Britain, America and Africa participated in the Slave Trade Triangle, each exchanging goods/people.
- Britain exchanged slaves and sold them to work on plantation in America.
- On average 1/3 of slaves died on the ship. Life on the plantation was extremely difficult.
- Slaves had no rights and were frequently punished

EVENTS - The abolition movement

- William Wilberforce created the Anti-Slavery Society. They held public meetings to educate people and produced pamphlets and posters to promote their cause.
- Many working class people supported the cause with workers in Manchester signing a petition.
- Clarkson showed the condition on the ships.
- Sharp emphasised how unclear the laws were about owning slaves.
- Equiano, former slave wrote an autobiography to tell his experience.
- Slave resistance - St Dominque became Haiti when slaves rebelled and declared the island independent from French control.
- Women – ran anti-slavery societies. Hannah Moore published poetry.
- Economic - Cheaper goods were available from places like Brazil and Cuba.
- Anti- Abolitionists - Many MP's and Lords had made money from slavery so they started an anti-abolitionist movement using propaganda posters showing black people as unruly. There was 73 societies by the time it was banned.

CONSEQUENCES

After 20 years of campaigning in 1807 the British Parliament abolished the Slave Trade, making it illegal to buy and sell slaves. However it was still legal for people to keep the slaves they already owned. This changed in 1833 when Parliament banned slave ownership.

SIGNIFICANCE

Showed Parliament could be influenced by common man.

Power gained for the minority group. Loss of power for wealthy landlords and MP's who were benefiting from slavery.

The Abolition of Slavery Act 1833 only instantly freed those slaves under the age of six. The rest were promised freedom after 4 years.

ILLEGAL SMUGGLING OF SLAVES continued as there was no one to regulate it.

IN THE LONG TERM THE ABOLITION WAS A SUCCESS. It increased pressure on other nations to abolish slavery

REVISION CHECK

Can you think of similarities between the Anti Corn Law League and the abolition movement?

Factory reform

CAUSES

- Children as young as 6 worked in factories. Accidents were frequent.
- Children worked as trappers in the coal mines and women as bearers carrying coal.
- MP Michael Sadler's report showed children were being caught under machines and injured and owners were mistreating workers.

EVENTS

- Shaftsbury started the 10-hour movement, restricting working hours to 10.
- He also campaigned for more education for children.
- Those against reform believed the government shouldn't be intervening (Laissez-faire politics).
- They believed working conditions were a private arrangement between employer and employee
- Michael Sadler MP campaigned for maximum 10 hour day for those under 18

CONSEQUENCES

- Factory Reform Act 1833. No child under 9 to work in factory, Aged 9-13 to work up to 48 hours a week. 13-18 to work up to 69 hours a week. Children to attend 2 hours of school a day. 4 inspectors employed to enforce laws. Applied to all textile mills except silk.
- Mine Act 1842. Women and children under 10 to not work underground. Children under 15 not to be in charge of winding machines.

SIGNIFICANCE

- Showed Parliament could be influenced by common man.
- Power for the working class.
- Parliament dealing with modern issue – industrial revolution

Social reform

CAUSES

- Individuals worker to improve conditions for the working class.

EVENTS

- **Robert Owen** – Owner of mills in Manchester and Scotland, believed in the well-being of workers and helping vulnerable people. Introduced the 8 hour day. Opened a school in 1816 where children got education depending on their age.
- **Edwin Chadwick** – reformed Poor Law resulting in record numbers entering workhouse. Wrote a report, 'The Sanitary Conditions of the Labouring Population.' Showed there was a link between poor housing and sanitation and disease. Upper classes had been blaming the workers for this.

- **Elizabeth Fry** – Social reformer and believed in prison reform. Found prisons had children in same cells as murderers and people sleeping on the floor. Established a school and chapel in Newgate prison. Raised the issue of prison reform in Parliament as her brother-in-law was an MP. This resulted in prison reform.
- **Josephine Butler** – Concerned with child prostitution. She repealed the Contagious Disease Act which let women be examined by police officers if thought to be a prostitute.

SIGNIFICANCE

- Showed Parliament could be influenced by common man.
- Power for the working class.
- Parliament dealing with modern issue – industrial revolution

The development of trade unionism

Since Medieval times there had been workers' GUILDS that controlled prices and wages.

As a result of the INDUSTRIAL REVOLUTION work moved into the FACTORIES. Wage competition was a massive problem. Workers were in a weak position with the increase in population.

There were many groups who fought against the changes in industry Luddites smashed machinery in the hope factory owners would turn against new technology.

The Combination Act of 1825 - defined the rights of trade unions as meetings to discuss wages and conditions. Anything outside of this was illegal e.g. PICKETING outside a factory to stop workers going in.

Grand National consolidated trade unions (GNCTU)

One of the earliest trade unions was the GNCTU, set up in 1833 by Robert Owen, who was important for factory and social reform (see above). His aim was to bring all unions together under one organisation. Very soon the GNCTU had half a million members, but it struggled due to conflict between different groups of workers. The case of Tolpuddle martyrs shows the difficulties of early trade unions.

Word spread about the way the Tolpuddle martyrs had been treated – Robert Owen called a meeting and 10,000 attended. Many supporters including Owen held a demonstration and demanded the Tolpuddle martyrs be returned to England. On March 1836, the six men were given a full pardon and the trade unions won.

Who were the Tolpuddle Martyrs?

- In the village of Tolpuddle in Dorset, farm labourers had formed a union to try to negotiate better pay and conditions. Their leader was GEORGE LOVELESS.
- All the men had TAKEN AN OATH to keep their union a secret. Secret oaths were illegal. The men were arrested.
- The landowner reported them and they were found guilty of making an unlawful oath. They were sentenced to SEVEN YEARS TRANSPORTATION TO AUSTRALIA!

The New Model Unions

In 1851 a new type of union was set up, the Amalgamated Society of Engineers (ASE). These were HIGHLY SKILLED MEN who could afford to pay weekly subscriptions. Carpenters (1860) and Tailors (1866) soon followed. These New Model Unions were VERY SUCCESSFUL. They were MODERATE in their demands. By 1870 trade unions had LEGAL STATUS.

New Unionism

Although the new model Unions had been successful they had only benefitted more affluent skilled workers. New Unionism was more militant and the membership increased to include unskilled workers so they had a voice too.

Case studies of new unionism in the 1880s:

MATCHBOX STRIKE (1880)	DOCKERS STRIKE (1889)
<p>AIMS – TO IMPROVE WORKING CONDITIONS AND WAGES IN THE BRYANT AND MAY FACTORY IN LONDON</p> <p>WHAT DO THE WOMEN DO? – WENT ON STRIKE AND CALLED FOR A BOYCOTT OF MATCHES MADE AT BRYANT AND MAY. THEY ALSO HELD PUBLIC MEETINGS AND THE WOMEN MARCHED TO THE HOUSES OF PARLIAMENT.</p> <p>RESULT – THE EMPLOYERS AGREED TO THEIR DEMANDS. <u>THIS WAS THE FIRST SUCCESSFUL STRIKE BY UNSKILLED MANUAL LABOURERS.</u></p>	<p>AIMS – TO IMPROVE WORKING CONDITIONS AND PAY, THEIR LEADER WAS BEN TILLET.</p> <p>WHAT DO THEY DO? - WENT ON STRIKE AND MARCHED THROUGH LONDON. THEY CARRIED ROTTEN VEGETABLES TO SHOW WHAT THEIR FAMILIES WERE LIVING ON. THE MEN ALSO PICKETED THE GATES OF LONDON LOCKS TO STOP 'BLACKLEG' LABOURERS ENTERING THE DOCKS TO DO THE WORK.</p> <p>RESULT - THE EMPLOYERS AGREED TO THEIR PAY RISE AND GUARANTEED AT LEAST 4 HOURS OF WORK A DAY.</p>

SIGNIFICANCE

- The success of New Model Unions benefitted the affluent workers. Unskilled workers were still unhappy.
- New Model Unions encouraged unskilled workers to organise themselves more carefully. – Two successful strikes from this
- The creation of the Labour Party also helped trade unions – they gave unions a political voice.

REVISION CHECK –

Describe how trade unionism develops?

What examples of successes do you have?

The Suffragette movement

CAUSES –

Women had certainly NOT achieved equality at the start of the 20th Century. A woman's job was seen to be wife and mother. They were paid less than men even if they did the same job. WOMEN NEEDED THE VOTE IF THINGS WERE TO CHANGE.

Millicent Fawcett and the National Union of Women's Suffrage Societies.

- Founded in 1897. They became known as the SUFFRAGISTS.
- This was a collection of middle-class women who believed in PEACEFUL PROTESTS.

The Pankhurst's and the Women's Social and Political Union.

- In 1903 Emmeline Pankhurst and her two daughters formed the WSPU. They believed in 'DEEDS NOT WORDS'. Many members engaged in MILITANT TACTICS.
- Some members did not believe in violent tactics and broke away to form the WOMENS FREEDOM LEAGUE.

EVENTS - WHAT WAS THE IMPACT OF THE CAMPAIGN FOR WOMEN'S SUFFRAGE?

The NUWSS created PETITIONS and PAMPHLETS to persuade the nation and those in power that women deserved the vote. They walked from Carlisle to London to highlight their cause.

Led by Emmeline Pankhurst some ~WSPU members decided to use MORE MILITANT TACTICS. They were referred to as SUFFRAGETTES to distinguish them from Suffragists. Their tactics included DEMONSTRATING OUTSIDE THE HOUSE OF COMMONS, THROWING STONES THROUGH THE WINDOWS OF GOVERNMENT BUILDINGS, and ARSON ATTACKS AND BLOWING UP BUILDINGS. This was all designed to ATTRACT PUBLICITY! Derby Day 1913 - EMILY WILDING DAVISON threw herself at the Kings horse during the Derby horserace. She died of her wounds in hospital. She became the first MARTYR of the Suffrage movement.

GOVERNMENT REACTION - The suffrage tactics extended to their time in prison. Many women went on HUNGER STRIKE. Prison officers tried force feeding the suffragettes, but this was dangerous. The government did not want the bad publicity if any of the women died. The government passed the PRISONERS (TEMPORARY DISCHARGE FOR ILL HEALTH) Act in 1913. This would allow the release of women when they became too weak from starvation, but once they were healthy enough they would return to prison. This became known as the 'CAT AND MOUSE ACT'.

CONSEQUENCES –

The angel of the Factory - When war broke out in 1914 the NUWSS and the WPSU united to support the war effort. It is widely accepted by historians that women's war work helped them get the vote. They worked in factories, on farms and even at the front line as nurses. Women proved they could do it all.

The Vote. Representation of the Peoples Act 1918 gave all men aged 21 and over the vote. Women over aged 30 and over the vote, or those aged 21 and over if they owned a property.

In 1928 women were given the vote on equal terms with men.

SIGNIFICANCE –

- Power for women and lower class men.
- Power shift from the upper/middle classes.
- Made voting system more democratic.
- Women throughout the Twentieth century - The campaign for women's rights did not stop in 1928. In the 1960s the WOMEN'S MOVEMENT campaigned for EQUAL PAY WITH MEN, INCREASED ACCESS TO HIGHER EDUCATION, 24 CHILD CARE, FREE CONTRACEPTION AND ABORTION ON DEMAND. Women are still not completely equal with men, but the Suffragettes ensured that women could do something to change it.

REVISION CHECK –

Can you compare the differing tactics within the women's suffrage movement to any other movement?

List examples of suffragette direct action...

List examples of suffragist peaceful methods.....

Explain how successful the suffrage movement was.

General Strike – 1926

CAUSES –

- FALL IN DEMAND FOR COAL – After the end of World War One in 1918 there was a fall in demand for coal.
- LACK OF MODERN TECHNOLOGY AND FOREIGN COMPETITION. - Mines in countries such as Germany had machinery that is more modern. British owners could not compete with their output.
- Black Friday - On Friday 15th April 1921, mine owners announced an extension of the working day along with a drop in wages. The miners decided to STRIKE. The TRADES UNION CONGRESS (TUC) called other industries out on strike in SOLIDARITY, but the railway and dockers unions pulled out. The miners felt they had no option but to return to work with longer days for lower wages.
- Red Friday - In 1925 the price of coal fell again and the mine owners declared further changes to hours and pay. PRIME MINISTER STANLEY BALDWIN agreed to subsidise the coal industry and tried to reach an agreement between the miners and mine owners.

EVENTS –

On 1st May 1926 the TUC announced a GENERAL STRIKE. It began on the 3rd May – ships sat unloaded in the docks, trains didn't move and coal wasn't moved.

The General Strike lasted 9 days in May 1926.

Government actions	TUC actions
Used the EMERGENCY POWERS ACT to arrange for the army to take over the jobs of striking workers.	Created their own NEWSPAPER 'THE BRITISH WORKER' and used it to explain the reasons behind the strike.
Encouraged middle class students to take a break from university and work in heavy industries.	Some strikers became VIOLENT and there were clashes with the police.
Started a PROPAGANDA CAMPAIGN which tried to turn the public against the strikers.	Strikers travelled the country to PICKET with other industries in solidarity.
	FUNDS were set up to help feed the strikers and their families.

On the 12th May, after 9 days, the strike ended with the TUC deciding to negotiate with the government. The TUC had run out of money and could not continue with the strike action.

The Labour Party was not in full support of the strike action. Workers in all industries, APART from the miners RETURNED TO WORK.

The miners returned to work in November. They had achieved nothing.

CONSEQUENCES –

- The strike trade union membership decreased.
- The Trade Disputes and Trade Unions Act was passed making it illegal for unions to join together to strike.
- Unions could not use their money to fund political party so the Labour Party suffered.

REVISION CHECK –

What caused the general strike?

What are the consequences of the strike?

Trade Union reform – Miners' strike (1984)

CAUSES

- Trade Union membership was rising after WW2.
- However prices increased and wages dropped in the 1960's.
- Union power increased as smaller unions joined

EVENTS

- Industrial Relations Act 1971 meant ballots were needed to hold a strike.
- 1970-1976 – major strike action leading to shortage in materials, minimum 3 day working week introduced.
- 1979 winter of discontent, many strikes held leading to loss of public sympathy. Government introduces employment act – changed laws on picketing and made it unlawful to be dismissed for striking.

- 1984 – Miners’ strike begins when mines begin to be closed. Led by Scargill
- 1985 – Miner’s strike ends in government victory. Thatcher introduces Trade Union Act – 80% of members must agree to strikes. Industry continues to decline due to strikes. Negative press attention for miners, confrontation and stockpiles of coals left, decreased public support for strikes. The miners were not united and many pits kept working. The government sent police to prevent striking miners picketing working pits. The striking miners returned to work after one year.
- The union movement has not been strong since.

CONSEQUENCES

- Unemployment in mining industry
- Loss of faith in trade unions

SIGNIFICANCE

- Increased power for the government
- Decreased power for the working class.

REVISION CHECK –

Compare the general strike and the miners’ strike – do you see similarities?

What is the significance of the miners’ strike?

How is power affected?

Immigration in the 20th century

CAUSES

- The British Nationality Act allowed citizenship in England
- Immigrants came after WWII because: they gained citizenship.
- Filled a shortage of labour in low paid, unskilled jobs (many were educated but their qualifications not recognised in England).
- Many companies offered a secure job before the immigrants left home.

EVENTS

- Early immigrants from the Caribbean were mostly YOUNG MEN. The arrival of young black men into communities caused some resentment. Most white people moved out to other areas, a reaction called 'WHITE-FLIGHT'.
- In many areas there was SEGREGATION. There were RIOTS in Notting Hill in 1958.
- Many immigrants were HIGHLY EDUCATED, but were forced to take low paid unskilled work. There were, however many DOCTORS who arrived from the INDIAN SUBCONTINENT who worked for the new NATIONAL HEALTH SERVICES. Many Asian communities formed their own businesses.
- OVERCROWDING was a big problem for all immigrant communities as many landlords refused to let them rent their accommodation.

Why was government action needed?

- After the Notting Hill Riots of 1958, relations between immigrant groups and white residents were not good. SEGREGATION was a problem in housing, employment and even the social lives of the community.

The government had 2 aims in responding to the problems;-

1. Reduce the number of immigrants coming into the country.
2. Tackle the RACIAL DISCRIMINATION that had developed. The COMMONWEALTH IMMIGRANTS ACT 1962 reduced the number of immigrants from all Commonwealth countries. In 1969 another Commonwealth Immigrants Act further reduced the numbers still further. By 1971 the Immigration Act, work permits replaced employment vouchers. These permits allowed only TEMPORARY RESIDENCE in Britain. There was also an aspect of the act which encouraged VOLUNTARY REPATRIATION.

Enoch Powell and Political opposition

Many people believed that the immigration acts were fuelled by RACISM. Politicians such as ENOCH POWELL made a speech in 1968 in which he said that immigration posed a threat to British identity and the future would be violent for a multicultural Britain if immigration was not stopped. Powell gained a lot of support for his views.

Some people believed that the support for Enoch Powell led to a rise in popularity of a group called the NATIONAL FRONT. This group wanted all non-white immigrants to return to their country of origin or the country of their parents or grandparents.

Race Relations Acts

The government introduced some laws that were intended to improve relations between different communities:

1965-RACE RELATIONS ACT = presented racial discrimination in housing and employment. Seen as a failure due to Race Relations Board bringing no criminal convictions.

1968-COMMONWEALTH IMMIGRANTS ACT – aimed to help the integration of immigrant communities.

1976-RACE RELATIONS ACT – extended the definition of discrimination to any practice that disadvantaged another group COMMISSION FOR RACIAL EQUALITY had much greater powers.

Riots; Brixton and the UK

- The dream of integration and improved relations was short lived. In 1977 a National Front march in Lewisham turned into violence as police clashed with protesters against the march.
- In 1981 there were RIOTS in Brixton and other major cities. Relations between the police and the black community were poor and an ECONOMIC RECESSION had hit the black communities the hardest with HIGH UNEMPLOYMENT, POOR HOUSING AND HIGHER CRIME RATES.

- Many young black men thought they were being targeted by the police in their use of 'STOP AND SEARCH' which allowed police to search people they suspected were about to commit a crime.

The Scarman Report

- Lord Scarman was asked to write a report on the events in Brixton. Before the report was published there were similar riots in Birmingham, Liverpool and Manchester.
- The report suggested asking RACIALLY PREJUDICED behaviour an offence and it led to the end of the police power of 'stop and search'.
- In the STEPHEN LAWRENCE murder case in 1993 the Metropolitan Police Service was found to be INSTITUTIONALLY RACIST.

SIGNIFICANCE

- Demonstrated continued struggle to balance immigration
- Increased power for minority group through legislation
- In reality questionable power of minority group.

REVISION CHECK –

What did the Race Relations act do?

What problems did immigrants face?

Can you compare this topic to any of the others you have studied? Can you see similarities?

Power and the People Exam Help Sheet

8 mark Source.

How useful is Source B to in studying...

TIP: SPOOC

S - Source. 1 sentence about what the source suggests.

P - Provenance: Who, When, Purpose. Does this make it useful?

O - Own knowledge Accurate. What is accurate about the source in relation to the event? Give all you own knowledge about it.

C - Conclusion. How useful is the source is studying the event.

8 mark Significance

Explain the significance of...

TIP: Identify 3 significances and explain them in 3 separate paragraphs.

You may focus on:

How the event is unique.

Who gained power?

Who lost power?

8 mark Compare

Compare the.... with the.... In what ways are they similar?

TIP: Cause. Events. Consequences.

Paragraph 1: How are the causes of the two events similar?

Paragraph 2: How are the events of the two events similar?

Paragraph 3: How are the consequences of the two events similar?

16 Mark Theme

'... was the most important for' How far do you agree?

Paragraph 1: Talk about the factor named in the question. Identify two/ three events across Power and the People when that factor was important and explain each one. Link to the question

Paragraph 2: Identify a different factor. Explain two/three events related to the factor. Link to the question.

Paragraph 3: Identify another factor. Explain two/three events related to the factor. Link to the question.

Conclusion: Explain which factor was most important in influencing the question.

Source practice questions

Question 1 - Source B

Adapted from one of John Ball's speeches, quoted in The Chronicles of Frossient. Frossient was a monk who recorded the events of the revolt. Written in 14th Century.

My good friends, things cannot go well in England until everyone is equal. They are dressed in velvet while we are forced to wear rags.

How useful is Source B in studying the reasons behind the Peasants' Revolt?

SPOC FORMULA

Source: What does the source suggest?

Provenance: Who When Purpose. Does this make it useful? Does this make it less useful?

Own knowledge Accurate: What is accurate about the source? All own knowledge about it.

Conclusion: How useful is the source?

Question 2 - Source D

Adapted from a quote by an MP in Scotland, Josef Hume, in the 1830's

Every man who owns his bread by his labour, should raise his voice against the Corn Laws, as they produce stagnation in trade, a want of work and starvation.

How useful is source D in studying the formation of the Anti-Corn Law League?

SPOOC FORMULA

Source: What does the source suggest?

Provenance: Who When Purpose. Does this make it useful?

Own knowledge Accurate: What is accurate about the source? All own knowledge about it.

Conclusion: How useful is the source?

Question 3 - Source E

Adapted from an account of a suffragette on hunger strike, the WSPU were able to publish her account in a pamphlet while she was still in prison before the Cat and Mouse and Act

I was then surrounded and forced back into a chair which was tilted backwards. There were about ten person around me. The doctor then forced so as to form a pouch, and held me while one of the wardresses poured some liquid from spoon. While I was held down a nasal tube was inserted; two yards long with a funnel at the end. Great pain in experienced during the process both mental and physical.

How useful is source E in studying the governments reaction to the Suffragette campaign?

SPOOC FORMULA

Source: What does the source suggest?

Provenance: Who When Purpose. Does this make it useful?

Own knowledge Accurate: What is accurate about the source? All own knowledge about it.

Conclusion: How useful is the source?

Question 4 - Source F

Adapted from an account by a striking miner, John Moulson, in 2015, he remembers what it was like being on the picket line.

I lived in a mining town and it was expected that every man would join the picket lines to cause as much disruption to coal movements as possible. It started to get really scary as not only could we have been seriously injured, we could also have ended up with a criminal record. Throughout the strike the camaraderie between the communities was unbelievable and the support given by local people enabled many of the miners and their families to survive.

How useful is source F in studying the impact of the miners' strike in 1984?

SPOOC FORMULA

Source: What does the source suggest?

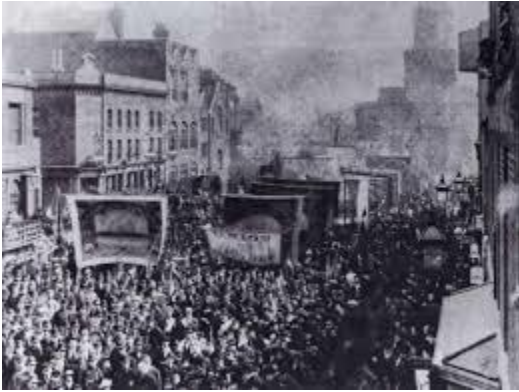
Provenance: Who When Purpose. Does this make it useful?

Own knowledge Accurate: What is accurate about the source? All own knowledge about it.

Conclusion: How useful is the source?

Question 5 – Source G

A photograph of striking dockers in 1889, they are marching through London holding Union banners.



Study source G. How useful is Source G to a historian researching the methods used by Unions in the nineteenth century?

SPOOC FORMULA

Source: What does the source suggest?

Provenance: Who When Purpose. Does this make it useful?

Own knowledge Accurate: What is accurate about the source? All own knowledge about it.

Conclusion: How useful is the source?

Question 6 – Source H

A poster produced by the National Women's social and Political union, c 1910, of a suffragette hunger striker being force-fed in prison.



Study Source H. How useful is Source H to a historian studying government reactions to suffragette tactics?

SPOOC FORMULA

Source: What does the source suggest?

Provenance: Who When Purpose. Does this make it useful?

Own knowledge Accurate: What is accurate about the source? All own knowledge about it.

Conclusion: How useful is the source?

Question 7 – Source I

'The Pope suppressed by Henry VIII', a woodcut by an unknown artist made in 1534. It is a satirical comment on Henry's action. Later used in anti-Catholic propaganda.



How useful is Source I to a historian studying religious change in England?

SPOOC FORMULA

Source: What does the source suggest?

Provenance: Who When Purpose. Does this make it useful?

Own knowledge Accurate: What is accurate about the source? All own knowledge about it.

Conclusion: How useful is the source?

Question 8 – Source J

The front cover of a English pamphlet from 1647 – titled ‘the world turned upside down.’



How useful is Source J to a historian studying the English Civil War?

SPOOC FORMULA

Source: What does the source suggest?

Provenance: Who When Purpose. Does this make it useful?

Own knowledge Accurate: What is accurate about the source? All own knowledge about it.

Conclusion: How useful is the source?

3. Explain the significance of the Peasants' Revolt for the development of democracy and equality

4. Explain the significance of the execution of Charles I

5. Explain the significance of American independence

6. Explain the significance of the Great Reform Act for the development of democracy

7. Explain the significance of the Corn Law repeal for the development of people's rights

8. Explain the significance of New Model Union for the development of worker's rights

9. Explain the significance of the Representation of the People's Act 1918 for the development of democracy and equality

10. Explain the significance of Caribbean migration to Britain after the Second World War

11. Explain the significance of the 1265 parliament.

12. Explain the significance of the pilgrimage of grace.

13. Explain the significance of the English revolution.

Compare questions – 8 marks

- 1 - Compare the First Baron's War with the Second Baron's War. In what ways were they similar?

2. Compare the Peasant's Revolt with the Pilgrimage of Grace. In what ways were they similar?

3. Compare the achievements of Oliver Cromwell with Simon De Montfort. In what ways were they similar?

4 .Compare Peterloo and the Newport risings. In what ways were they similar?

5. Compare the Chartists with the Anti-Corn Law League. In what ways were they similar?

6. Compare Chartism with New Unionism. In what ways were they similar?

7. Compare the Chartist campaign with the campaign for women's suffrage. In what ways were they similar?

8. Compare the reasons for strike in the nineteenth century with the reasons for strike after the Second World War. In what ways were they similar?

9. Compare Magna Carta and the provisions of Oxford. In what ways are they similar?

10. Compare the American colonists to early nineteenth-century parliamentary reformers. In what ways were they similar?

11. Compare the abolition movement and the Anti-Corn Law League. In what ways were they similar?

12. Compare the people who rioted in Brixton with the suffragettes. In what ways were they similar?

13. Compare Simon De Montfort with the Pankhursts. In what ways were they similar?

16 mark question – Essay – ‘main factors’ question

Factors that appear in this topic:

R E A S O N S	Economy	Religion	Social	Ideas	Power
	Power	War	Chance	Communication	Role of the individual
M E T H O D S					

Variations of the 16 mark question

Focus on Causes:

Has the economy been the main factor in causing protest since medieval times?

Have living standards been the main reason for causing unrest in Britain since medieval times?

Focus on Events:

Has war and violence been the main way in which royal authority and governments have been challenged?

Focus on consequences:

Has the main consequence of challenging authority been a change in the economy?

Focus on events and consequences:

Has the role of the individual been the main reason for the change in power since medieval times?

1 - Have economic factors been the main cause of protest in Britain? Explain your answer with reference to economic and other factors.

Factor 1 – Economic

Other factors –

Religion-

Social –

Ideas –

Power –

Other factors?

Conclusion -

- 2 – Has war and violence been the main reason that rulers have granted rights to minorities since medieval times? Explain your answer with reference to war and violence and other factors.**

Factor 1 – War and Violence

Other factors –

Role of the individual –

Chance –

Communication/Peaceful methods?

Other?

Conclusion -

3 - Has the main consequence of challenging authority been a change in the economy? Explain your answer with reference to the economy and other factors.

Factor 1 – change in economy

Other factors –

Change in power?

Change in religion?

No change?

Social change?

Other factors?

Conclusion -

- 4 Has the role of the individual been the main reason for the change in power since medieval times? Explain your answer with reference to the role of the individual and other factors.

Factor 1 – role of individual

Other factors –

War and violence?

Peaceful methods?

Chance?

Other factors?

Conclusion -

Overview summary task

The following tables show the different factors that influence events over this study.

What should I do?

Each table has a list of some of the events that are influenced by the factor in the table.

- 1. For each event, you should fill out how they are linked to the factor in the table.**
- 2. They also have other blank boxes for you to add any events you wish.**

What is the point?

- Your 16 mark essay will be based on these factors so it is a good way to revise the factors and the evidence you could use to support them
- It will help you compare similar events for your question 3 compare question

Event	Factor - War
Magna Carta	
Peasants revolt	
Pilgrimage of Grace	
English Revolution	
American revolution	
Women's rights	
Workers rights	

	Religion factor
Magna Carta	
Simon De Montfort	
Pilgrimage of Grace	
English Revolution	
Campaigning groups	

	Chance factor
Simon De Montfort	
Peasants revolt	
Pilgrimage of Grace	
Womens rights	
Minority rights	

	Government factor
Magna Carta	
Peasants revolt	
English revolution	
American revolution	
Extending the Franchiae	
Trade Unions	
Womens rights	
Workers rights	
Minority rights	

	Communication factor
Magna Carta	
American Revolution	
Extending the franchise	
Campaigning groups	
Trade Unions	
Women's rights	
Workers rights	
Minority groups	

	Economy factor
Simon de Montfort	
Pilgrimage of grace	
American revolution	
Extending the franchise	
Campaigning groups	
Trade unions	
Womens rights	
Workers rights	
Minority rights	

	Ideas factor
Magna Carta	
Simon de Montfort	
Peasants revolt	
English revolution	
American revolution	
Extending the franchise	
Campaigning groups	
Trade unions	
Womens rights	
Workers rights	
Minority rights	

	Role of the individual
Magna Carta	
Simon de Montfort	
Peasants revolt	
Pilgrimage of grace	
English revolution	
American revolution	
Extending the franchise	
Campaigning groups	
Trade unions	
Womens rights	
Workers rights	
Minority rights	



**KEEP
CALM
AND
REVISE**