

Who were the first English people and where did they come from?

What do I need to know?



Until around 8000 years ago, the country we call Britain was not an island. It was a cold and uninhabitable corner of Europe. Early humans could walk from Britain to Europe across a stretch of dry land. They called this 'Doggerland'.



Rising sea levels at the end of the last Ice Age submerged Doggerland and created the islands we live on today. Early humans on 'Britain' were likely hunter gatherers, who wandered from place to place to survive. By 3000BC, they had discovered agriculture and began to grow their own food.

Here come the Celts!

Around the year 500BC, the Celts began to cross the sea to settle on the British Isles. The Celts were a collection of different tribes that lived in central Europe. They moved to Britain because of the rich and fertile land.

Here come the Romans!

In AD43, Roman legions landed on the south coast of England and claimed the British Isles for Rome.

Who migrated where and why?

Jews share common beliefs with Christians. Both religions believe there is only one God, and both believe in the teachings of the Old Testament in the Bible. Discrimination against the Jews meant they were pushed out of their original homeland in the Middle East, in the second Century AD. As a result, the Jewish communities settled in many different countries around the world. This is known as the Jewish diaspora (scattered population). Jews have faced discrimination and persecution in many countries, mainly due to their religious and cultural differences.

At the start of the 16th century, the Catholic Church controlled Europe. However, some people started to criticise the Catholic Church, calling for a change. They became known as Protestants.

Countries in Europe descended in to civil war and violence over who was right – Catholics or Protestants. This time was known as the Reformation.

One group who were caught up in the Reformation were the Huguenots. They were Protestants who lived in areas of France and the Low Countries (Belgium/Netherlands). As they lived in strongly Catholic areas, they became targets for discrimination and persecution.



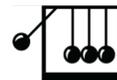
What should I be able to do with this knowledge?

- Show an understanding of the key events in the early history of England/Britain: you could create a timeline using the above information.
- Provide a response to the question, 'what are the reasons that people migrate?'
- Create a table to show what changed when people migrated and what stayed the same
- Find out more about the history of Britain here;
<http://www.bbc.co.uk/history/forkids/>

Key Concepts for this Topic



The history, places and people of Britain



The reason something happens and what changes as a result

What do I need to know?



In the 19th century, Ireland was not an independent country. The entire island was a British colony, ruled by the British as part of the British Empire. Many of Ireland's people in the 1800s were very poor. There was not enough work to go around and rent was too expensive..

Poor families were reliant on potatoes for food, which grow easily in the wet, cold conditions of Ireland. However, in the 1840s, a disease called 'blight' affected all of the crops of potatoes, causing over a million Irish people to starve to death. Britain was an attractive destination as it was so close. There was a huge demand for workers in Britain at the time.

In the mid-20th century, many West Indians decided to move to Britain for economic reasons. Opportunities in West Indian countries were poor, with few jobs and high unemployment.

After WW2, Britain needed workers to staff the NHS, run public transport and helped rebuild Britain after the bombings.

On 22 June 1948, a ship called the SS Empire Windrush arrived at Tilbury Docks on the River Thames with 492 people on board, many of whom were from the West Indies. This is seen as the start of mass migration after 1945, a change that has helped to make Britain the multi-cultural place it is today.

Many people from countries around the world are trying to gain access to a safer life in Britain today. They are fleeing their own countries and seeking refuge in Britain because of war, discrimination or poor opportunities in their own countries. There are so many people trying to do this, that this is called the refugee crisis.

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Which words should I use?



What should I be able to do with this knowledge?

English; relating to England, its people or its language
Doggerland; an area of land, now submerged beneath the North Sea, that connected Britain to Continental Europe
Romans; a citizen of ancient Rome, or the Roman Empire
Celts; a collection of Indo-European peoples of Europe
Jews; a member of the people or cultural community whose primary religion is Judaism
Huguenots; French Protestants of the 16th & 17th century
Irish; relating to Ireland, its people, or the language (Celtic)
West Indies; a region of the North Atlantic Ocean and the Caribbean
Windrush; the people who emigrated from the Caribbean to Britain on the *Empire Windrush* in 1948.

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Key Concepts for this Topic



The history, places and people of Britain



What changes and what stays the same

How important were England's medieval monarchs?

What do I need to know?



There were 18 monarchs in England between 1066 and 1485.

Only 10 of them died a natural death. Some were murdered, some killed in battle and some died in **mysterious circumstances**.

Some medieval monarchs had long and successful reigns, others had disastrous reigns that did not end well.

In medieval times, a monarch needed the following qualities;

- Be physically strong
- Be able to travel around his kingdom on horseback and lead his armies in to battle
- Have a strong personality
- Be in control and win the respect of the powerful nobles
- Give justice to everyone, even if it upset the rich and powerful
- Keep control of the government

Edward III



Edward III is often considered a very successful monarch, even though his reign did not begin well. He was crowned in 1327 when he was just 14 years old.

Henry VI



Henry VI is often considered a very weak medieval king. He was 9 months old when his father dies, so he inherited the throne when he was just a baby.

Queen Matilda or King Stephen?

In November of 1120, the White Ship left Normandy, France, to cross the English channel. About 250 men were aboard, including William, the son of Henry I and heir to the throne. What could possibly go wrong? The ship hit a rock and sank quickly. There was only one survivor – and it was not Henry's son William.



Not only was Henry's son dead, there was only a girl left to succeed him. His daughter; Matilda. Legally, there was no reason why a woman couldn't be a monarch. But...a monarch had to be physically strong and a woman might not get the same respect...

How could Henry make sure Matilda was Queen?



What should I be able to do with this knowledge?

- Show an understanding of the key events in the early history of England/Britain: you could create a timeline using the above information.
- Provide a response to the question, 'who was the best medieval monarch?'
- Create an infographic poster about one of the medieval monarchs.
- Find out more about the history of Britain here; <http://www.bbc.co.uk/history/forkids/>

Key Concepts for this Topic



The history, places and people of Britain



Different people's opinion about history

What do I need to know?



Eleanor of Aquitaine: the strong-willed Queen



In April 1137, on the death of her father, Eleanor became the rich and powerful Duchess of Aquitaine. She was 15 years old. She was looked after by the king of France, Louis VI. He decided to marry Eleanor to his eldest son Louis. The marriage was not a success; King Louis was quiet and scholarly; Eleanor was lively and sociable. In 1145, she gave birth to a daughter; Marie. She had proven that she could have children, although the expectation was that she should be able to produce a male heir for the throne. Eleanor was not prepared to spend her life making babies. When Europe began preparing for the Second Crusade in 1147, she was determined to join in.

Tensions between Louis and Eleanor got worse, and they divorced in 1152. There were two daughters who stayed in France, but Eleanor kept all of the land she had brought in to the marriage.

Two months after her divorce, she remarried, this time to the Duke of Anjou, Henry. This was a significant marriage, as **Henry was the son of Matilda**. In 1154, Henry became the King of England. Henry and Eleanor had 5 sons; Henry, Richard, William, Geoffrey and John; and three daughters; Matilda, Eleanor and Joan. When Henry died in 1189, his son Richard inherited his father's throne. Eleanor helped to rule England when Richard was away on the Third Crusade and organised armies to defend his lands in France. She raised vast sums of money to pay for ransom when he was captured. Eleanor died in 1204, aged 82.

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Which words should I use?



What should I be able to do with this knowledge?

English; relating to England, its people or its language
Medieval: related to the Middle Ages (= the period in European history from about AD 600 to AD 1500)

Monarch: a sovereign head of state, especially a king, queen, or emperor.

Duchess: the wife or widow of a duke/a woman holding a rank equivalent to duke in her own right.

Duke: a male holding the highest hereditary title in the British and certain other peerages.

Taxes: a compulsory contribution to state revenue, levied by the government on workers' income and business profits, or added to the cost of some goods, services, and transactions.

Useless King John?

When John married a French princess, it upset the King of France. He applied heavy taxes, ordered the murder of his nephew, went to war twice and argued with the Pope.



Popular Edward I?

Edward was determined not to make the same mistakes. He held meetings with Parliament and listened to everyone's opinion.



Key Concepts for this Topic



The history, places and people of Britain



Different people's opinion about history

Was 1348 the end of the world?

What do I need to know?



The Black Death killed over 1/3 of England's population within two years of its arrival in 1348. There were two types of plague. The **bubonic plague** would start with **buboes** spreading across the victim's body, followed by blue or black patches of skin and vomiting before (most of the time) killing the victim. The **pneumonic plague** was spread by breath and attacked the lungs.

What did medieval people think caused the Black Death? Today we know the bubonic plague was spread by fleas living on rats that were moving throughout Europe on merchants' ships. Most medieval people thought **God** had sent the Black Death as a punishment for their sins. Others believed the alignment of the stars could explain it. Some people believed '**miasma**' (bad air) was causing the disease.

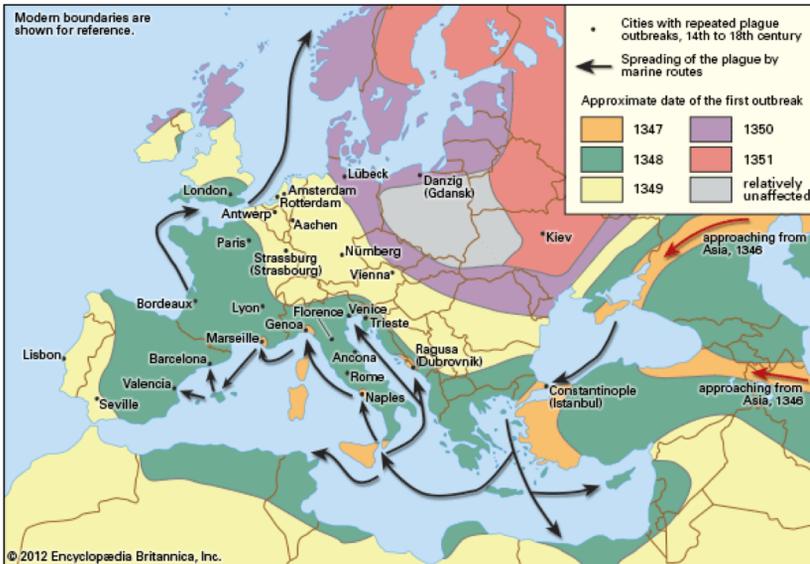
Medieval Treatments

As there was no real understanding of the cause, treatments were equally as far-fetched, e.g. drinking vinegar, bleeding, 'sweating it out'. Some doctors put frogs on the buboes to absorb the poison. Some doctors realised that draining the buboes could help cure a victim too.



Key Dates

- 1347 - Black Death hits Venice (Italy)
- June 1348 - Black Death arrived in England (Dorset).
- 1351 - Edward III introduces the Statute of Labourers



Key Terms

- Black Death** - A plague that devastated Europe in the fourteenth century.
- Buboes** - Onion shaped swellings that were usually the first symptom of the Black Death.
- Miasma** - Theory that disease was caused by a poisonous cloud of 'bad air'.
- Bubonic plague** - the most common type of plague, named after the buboes.
- Pneumonic plague** - a more deadly type of plague that attacked the lungs.
- Flagellant** - a religious sect that punished themselves for sins by whipping their bodies.
- Peasants' Revolt** - major uprising across England in 1381.
- Yeomen** - a new class in medieval England; commoners who farmed their own land.
- Poll Tax** - everyone (rich and poor) paid the same amount.

Day 1 Painful swellings called buboes appeared in the victim's armpits and groin. These were usually about the size of an egg, but could sometimes be as big as an apple.

Day 2 The victim vomited and developed a fever.

Day 4 The disease attacked the nervous system. This caused the victim to suffer spasms. The victim was in terrible pain.

Day 3 Bleeding under the skin caused dark blotches all over the body.

Day 5 Sometimes the buboes burst and a foul-smelling black liquid oozed from the open boils. When this happened the victim usually lived. However, in most cases the victim suffered a painful death.

Symptoms of the Black Death

Suggested Tasks

1. Create your own timeline of key events - can you add further detail to it?
2. Cover your knowledge organiser and create a spider diagram of everything you can remember, include key dates, people and events. Check it against the knowledge organiser - where are the gaps in your knowledge?
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Key Concepts for this Topic

The history, places and people of Britain

What changes and what stays the same

What was Britain like 250 years ago?

What do I need to know?

Other than losing most of their colonies in North America, England dominated all other countries competing for new land and new trade, notably countries in the rest of Europe. Japan and China were not in the race. England led the world with the start of mass production. The British Empire 250 years ago must rival 50 years ago which was our "Finest Hour", a phrase coined at the time of the defence of the Empire. Around 250 years ago the English finally saw off their European colonial competitors, the French, Spanish, Portuguese and Dutch, and commenced the consolidation of the greatest empire the world had ever seen.

Although the exploration of the globe started some 250 years previously it took this amount of time to develop the English fleet and the naval armies so that the powerful and hated French could be dominated and eventually eliminated as a sea power. The other pieces of the jigsaw required to launch England into this position of world domination were the world acceptance of the English Pound (Sterling) as a universal trading currency and England's leading position in the Industrial Revolution.



250 years ago also saw the start of the Industrial Revolution following on from inventions made by early English engineers to automate textile production (wool from English sheep, cotton from America and India) all driven by steam engines designed in England (Watt) powered by English mined coal. The mining process was made safer by Watts steam engine driven water extracting pumps. (Circa 1775). Coal was initially moved round the country by canal barge (Bridgewater 1761) then almost 100 years later by steam railway. (Richard Trevithick built the steam locomotive-1804 enabling Stevenson's Stockton to Darlington railway in 1825). By 1885 Britain had 16,000 miles of railway and up to 1860 all railways in the world were British, including those in the USA.



This period also saw breakthroughs in roads and building bridges.

Roads were improved so much that the stage coach journey from London to Edinburgh was reduced from 2 weeks in 1745 to 2 days in 1795.

Contributors in this field were;

- Britisher John Macadam the inventor of Tarmac, still used today
- Thomas Telford designer of roads with firm bases (like the Romans), canals, bridges, lighthouses and tunnels. His best known road is the A5 from London to Ireland via Anglesey (1826)

The worlds first cast iron bridge built in 1779 can still be walked across at Coalbrookdale over the River Severn.



What should I be able to do with this knowledge?

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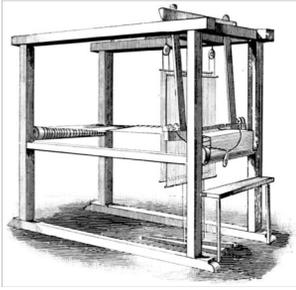
Key Concepts for this Topic



The history, places and people of Britain

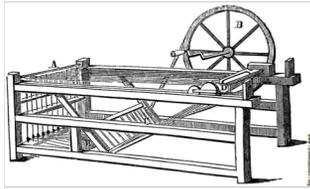


Analysing objects from history

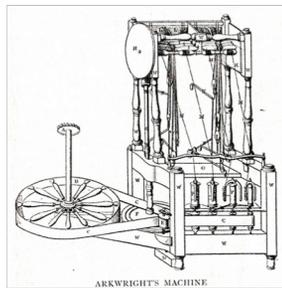


In 1733, John Kay invented the Flying Shuttle. This has a bench at the front where a weaver can sit. The weaving needle is replaced by a large 'shuttle', which the weaver can slip quickly under & over the warp.

In 1764, James Hargreaves invented the Spinning Jenny. By turning a single wheel, the spinner could spin 8 threads at once. Later on, the Jenny's had up to 80 spools on one machine!



In 1779, Samuel Crompton invented the Spinning Mule and in 1785, Edmund Cartwright invented the Power Loom. These machines were so big, they couldn't fit in to a house, so factories had to be built.



New factories were like magnets. They pulled people from the countryside with the promise of a regular wage and regular work. When factory owners built houses for their workers, shops, inns and churches soon followed.



These two maps show how London has expanded from 1600-1900.



AZ

Which words should I use?

Increase - become or make greater in size, amount, or degree.

Decrease - become or make smaller in size, amount, or degree.

Production - the action of making or manufacturing from components or raw materials.

Weaving - the craft or action of forming fabric by interlacing threads.

Warp - This is the thread that is strung over the loom vertically, and holds the tension while you **weave**.

Shuttle - A **shuttle** is a tool designed to neatly and compactly store a holder that carries the thread of the weft yarn while **weaving** with a loom.

Factory - a building or group of buildings where goods are manufactured or assembled chiefly by machine.



Most of the energy we use today comes in the form of electricity or oil. In Victorian times, energy came from water-power (waterwheels), from horses and above all from burning coal. Steam engines burned coal. Steam engines drove factory machines, locomotives pulling trains and steamships. All this coal had to be dug from coal mines. Britain had a lot of coal, deep in rocks beneath the ground.

Key Concepts for this Topic



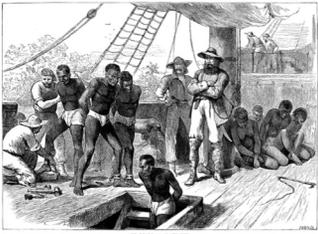
The history, places and people of Britain



Analysing objects from history

Who was responsible for the slave trade?

What do I need to know?



What is 'trade'?

Trade means to buy and sell 'goods'. It is possible for people (traders) to make a lot of money from trading. Trading had been big business for years before the 1700s. British ships carried British goods, like wool, corn and metal chains, to other countries and sold them. Then, traders loaded up their ships with goods that were popular in Britain, like tea, coffee, sugar and tobacco and sold them to the British.

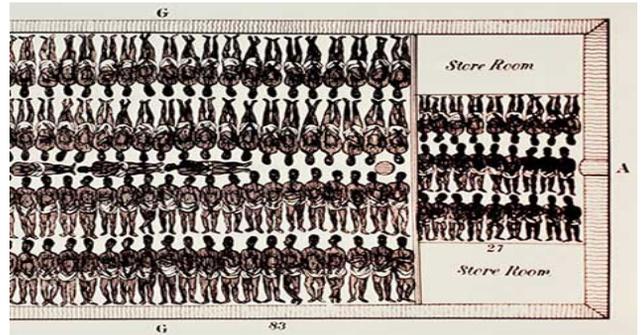


So, what was the slave trade?

The slave trade is when human beings are bought and sold, as 'goods'. The idea of slaves is a very old one. Men have captured 'weaker' people, treated them as their own property, and forced them to do work. From 1500 onwards, slavery turned in to a business that made lots of money, but forced people to move to the other side of the world and live their lives as slaves.

Why were slaves needed?

In the 1500s, lots of people left Europe to settle in the newly discovered continents of the world. Many were farmers who grew crops that were very popular in Europe, like coffee, tea, tobacco and sugar. To begin with, people forced the local tribesmen to work for them, but local tribes ran away, or died out from disease or cruelty. When they ran out of slaves, the farmers had to look elsewhere for more slaves; Africa.



At the height of the slave trade, in the 1700s, an estimated six million African people were taken across the Atlantic Ocean to work as slaves.

Over 50,000 voyages, lasting between 40 and 70 days, were made in the 300 years between 1510 and 1833.



What should I be able to do with this knowledge?

Suggested Tasks

1. Create your own timeline of key events - can you add further detail to it?
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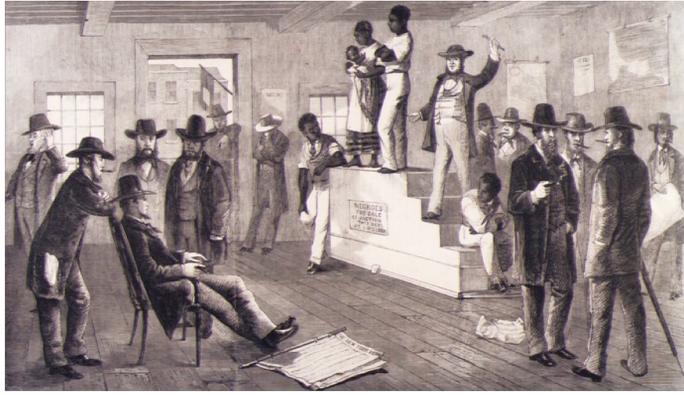
Key Concepts for this Topic



Understanding world heritage & cultures

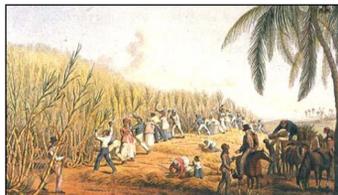


Significant people & events in history



Before any slaves were sold, they were cleaned up. They were washed down with water and given oil to rub on to their skin to make them look shiny. Hot tar was rubbed on to any sores to cover them up make them look healthy.

Slaves were sent to do a variety of different jobs in a number of different countries, but their lives were always hard. On huge farms, called plantations, they would be forced to plant, look after and harvest crops that would sell for a lot of money in Europe.



In 1807, the British Parliament did a remarkable thing – it *abolished* the slave trade. It made it illegal to buy and sell people. People were still allowed to keep their slaves though, until 1833, when Parliament made ownership illegal as well.

Slaves were controlled through a system of fear and violence. Their masters possessed guns and other weapons, making fighting back very dangerous. The majority of slaves had no choice but to accept their circumstances. Yet...despite all of the risks... there were many acts of resistance.



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Which words should I use?

Slave - a person who is the legal property of another and is forced to obey them.

Trade - the action of buying and selling goods and services.

Triangular trade - used to refer to the trade in the 18th and 19th centuries that involved shipping goods from Britain to West Africa to be exchanged for slaves, these slaves being shipped to the West Indies and exchanged for sugar, rum, and other commodities which were in turn shipped back to Britain.

Plantation - an estate on which crops such as coffee, sugar, and tobacco are grown.

Punishment - a penalty inflicted for an offence.

Abolished - formally put an end to (a system, practice, or institution).

In the 18th & 19th centuries, there were many slave uprisings on the West Indian Islands. The most famous revolt was in the French colony of St. Domingue (modern day Haiti). From 1793-1802, the man who led the revolt was called Toussaint Louverture, who was a former slave. He had been granted freedom by his former master. Louverture was a highly skilled and organized military leader, capable of turning untrained rebel slaves in to a serious fighting force. He inspired to slaves with his message of liberty & equality.



Key Concepts for this Topic



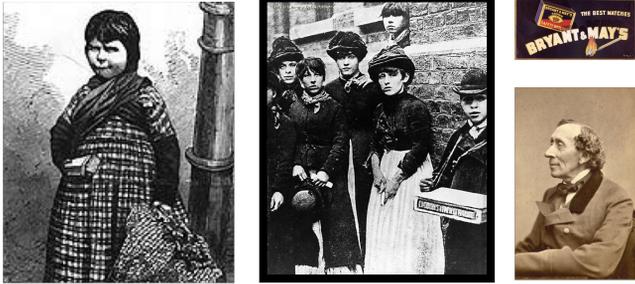
Understanding world heritage & cultures



Significant people & events in history

How has science influenced religion?

What do I need to know?



During the Victorian era, there were many investigations that looked at the way people lived and worked. Many investigators asked children for their opinions. In 1841, a group of boys told government enquiry that they had never heard of London and thought the Queen's name was Albert. Few of them had heard of Jesus Christ either. And these boys were being serious. They could not read or write or do any simple sums. Something had to change.

In June 1888, Clementina Black gave a speech on Female Labour at a Fabian Society meeting in London. Annie Besant, a member of the audience, was horrified when she heard about the pay and conditions of the women working at the Bryant & May match factory. The next day, Besant went and interviewed some of the people who worked at Bryant & May. She discovered that the women worked fourteen hours a day for a wage of less than five shillings a week. However, they did not always receive their full wage because of a system of fines, ranging from three pence to one shilling, imposed by the Bryant & May management. Offences included talking, dropping matches or going to the toilet without permission. The women worked from 6.30 am in summer (8.00 in winter) to 6.00 pm. If workers were late, they were fined a half-day's pay.

Annie Besant also discovered that the health of the women had been severely affected by the phosphorous that they used to make the matches. This caused yellowing of the skin and hair loss and phossy jaw, a form of bone cancer. The whole side of the face turned green and then black, discharging foul-smelling pus and finally death. Although phosphorous was banned in Sweden and the USA, the British government had refused to follow their example, arguing that it would be a restraint of free trade.



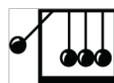
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Key Concepts for this Topic



The reason something happens and what changes as a result



Significant people & events in history

In 1867, an English doctor, Joseph Lister took the theories of Louis Pasteur (he identified tiny diseases and bacteria under the microscope) and developed the use of carbolic acid as an antiseptic. Antiseptic kills bacteria.

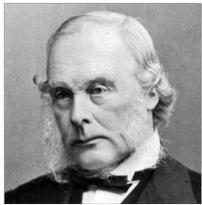
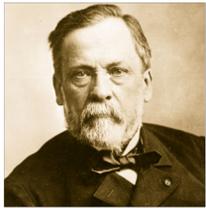
Louis Pasteur also identified that bacteria could be killed by exposing them to heat. Hospitals waged a war against germs. Walls were scrubbed, floors were swept and equipment was sterilized, by boiling them in hot water.

Louis Pasteur (1822-95) was a French biologist, microbiologist and chemist, renowned for his discoveries of the principles of vaccination, fermentation and pasteurisation. He is remembered for his remarkable breakthroughs in the causes and prevention of diseases, and his discoveries have saved many lives ever since.

Joseph Lister, (1827-1912), was a British surgeon and a pioneer of antiseptic surgery. Lister promoted the idea of sterile surgery while working at the Glasgow Royal Infirmary. Lister successfully introduced carbolic acid to sterilise surgical instruments and to clean wounds.

Applying Louis Pasteur's advances in microbiology, Lister championed the use of carbolic acid as an antiseptic, so that it became the first widely used antiseptic in surgery.

Sir James Young Simpson, (1811-1870), was a Scottish doctor. He was the first surgeon to demonstrate the anaesthetic properties of chloroform on humans and helped to popularise the drug's use in medicine. His contribution to the understanding of the anaesthetic properties of chloroform had a major impact on surgery.



AZ

Which words should I use?

Victorian - relating to the reign of Queen Victoria.

Model village - a village providing a high standard of housing, typically built by an employer for the workforce.

Vaccination - treatment with a vaccine to produce immunity against a disease; inoculation.

Pasteurisation - the partial sterilization of a product, such as milk or wine, to make it safe for consumption and improve its keeping quality.

Carbolic acid - phenol, especially when used as a disinfectant.

Antiseptic - preventing the growth of disease-causing microorganisms.

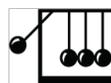
Anaesthetic - a substance that induces insensitivity to pain.

The Story of Cadbury's

In 1866, George Cadbury, son of John, visited a factory in Holland and brought back some new, exciting ideas for making chocolate. By the 1870s, George and his brother Richard's new techniques for chocolate making, meant that sales of Cadbury's chocolate was going up. In 1879, The Cadbury Brothers moved in to a new, modern factory, known as Bournville. Absolutely everything; product design; chocolate making; packaging and advertising; was done in the same place. By 1899, the Bournville factory employed over 3000 people.



Key Concepts for this Topic



The reason something happens and what changes as a result



Significant people & events in history

How did World War 1 start?

What do I need to know?



By 1914 the most powerful countries in Europe were divided into two opposing Alliances.

Germany

Before 1870 Germany was a collection of small independent states including Prussia, the most powerful. In 1870 it had won a war against France and wanted to ensure that it had help from neighbouring countries in case of a future attack from France.

By the 1890s they had become aggressive under Kaiser Wilhelm II.

- The Kaiser wanted to build up its overseas colonies like France and Britain had.
- Kaiser ordered the building of a large Navy which was only second to Britain.
- German leaders were worried about the country being encircled by enemies.
- Germany feared the build up of arms by countries such as Russia in the East.

Britain

Britain had tried to avoid European politics by adopting a n isolation policy from the rest of Europe.

By 1900s this had changed.

- France and Britain and reached a number of agreements about colonies in North Africa.
- Russia had been seen as a threat but their loss to Japan in 1904 meant that they were no longer seen as a threat.
- Britain's industrial output had been overtaken by Germany in this period and they now seemed to be the biggest threat to Britain and its neighbours.

In June 1914 the heir to the Austrian throne, Archduke Franz Ferdinand, decided to visit Sarajevo to inspect the army. Sarajevo was the capital of Bosnia, in the very south-east corner of the Austrian empire and some people there wanted to be independent from Austria and set up their own state which could run itself. Bosnia was a small state which had been part of Serbia until Austria took it away. The Serbian people that lived in Bosnia were very angry about this. Franz Ferdinand had been warned that his visit could provoke trouble but he ignored this advice and visited Sarajevo regardless. However, Franz Ferdinand wanted to demonstrate that his family was in control of Sarajevo and to have stopped the tour would have been seen as a sign of weakness by those who did not want Bosnia and Sarajevo ruled by the Austrians.



What should I be able to do with this knowledge?

Suggested Tasks

1. Create your own timeline of key events - can you add further detail to it?
2. Cover your knowledge organiser and create a spider diagram of everything you can remember, include key dates, people and events. Check it against the knowledge organiser - where are the gaps in your knowledge?
3. Make your own flashcards - put the date on one side and the event on the other.



Key Concepts for this Topic



Understanding world heritage & cultures



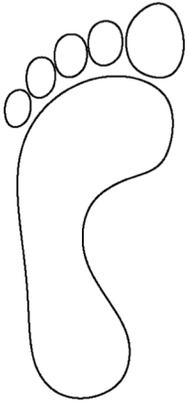
Significant people & events in history

What was life like in the trenches?

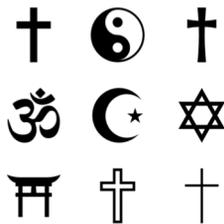


On the Western Front, the war was fought by soldiers in trenches.

Trenches were long, narrow ditches dug into the ground where soldiers lived. They were very muddy, uncomfortable and the toilets overflowed. These conditions caused some soldiers to develop medical problems such as trench foot. There were many lines of German trenches on one side and many lines of Allied trenches on the other. In the middle was no man's land, which soldiers crossed to attack the other side.



People of many different faiths fought side by side in the trenches in WW1. Depending upon their religion, they had many different religious practises to observe whilst at war.



Many men who went to war were able to use the skills learned from their jobs at home.

Men who worked with horses were useful recruits as the Army had thousands of horses. Men who knew how to drive could transport supplies in buses and lorries. Or even drive a tank! Coal miners became 'sappers', experts at tunnels and trenches. The rifle was the soldier's main weapon. Men who knew about rifles were highly valued.

AZ

Which words should I use?

- Alliance** - a relationship based on similarity of interests, nature, or qualities.
- Assassination** – the planned killing of someone important.
- Colony** - a country or area under the full or partial political control of another country and occupied by settlers from that country.
- Imperialism** - a policy of extending a country's power and influence through colonization, use of military force, or other means.
- Militarism** - the belief that a country should maintain a strong military capability and be prepared to use it aggressively to defend or promote national interests.
- Nationalism** - identification with one's own nation and support for its interests, especially to the exclusion or detriment of the interests of other nations.



On Christmas Day, a British soldier kicked a football out of his trench and the Germans joined in. It was reported that Germany won the match 3-2. The British High Command did not agree with the truce. They even suggested the Germans were planning an attack. They were ignored and no guns were fired on Christmas Day 1914. The truce lasted until the New Year in some parts of the Western Front.

Key Concepts for this Topic



Understanding world heritage & cultures



Significant people & events in history

What happened in Germany & the rest of Europe at the end of World War 1?

What do I need to know?



World War One ended at 11am on 11 November, 1918.

This became known as Armistice Day - the day Germany signed an armistice (an agreement for peace) which caused the fighting to stop.

People in Britain, France and the countries that supported them celebrated.



What was the Treaty of Versailles?

The leaders of the USA, Great Britain and France met in Versailles to decide what should happen next.

Germany, Austria and Hungary were not invited.

The agreement was called the Treaty of Versailles. Germany was shocked by it because:

- They had to accept total blame for starting the war.
- They could not join the new League of Nations, where countries worked together for peace.
- Some places Germany used to own, like Alsace-Lorraine, were taken from them.
- They were banned from having an army of more than 100,000 men and from having any submarines or an air force.

Why did Germany lose?

At the start of 1918, Germany was in a strong position. Russia had already left the year before which made Germany even stronger.

A few events turned things around:

- Britain and France counterattacked strongly after Germany's 'Michael Offensive' in March 1918.
- The German Navy was on strike.
- In April 1917 the United States joined the war against Germany.

Germany and her allies realised it was no longer possible to win the war.

The leaders of the German army told the government to stop. Kaiser Wilhelm, Germany's ruler, stepped down on 9 November 1918.



What should I be able to do with this knowledge?



Suggested Tasks

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Postcard with illustration of flags promoting freedom (circa 1917).

Key Concepts for this Topic



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Significant people & events in history

People in Germany were angry. The country had to pay 132 billion gold marks (their currency before the Euro) to repair the damages of war. They became poor because of this.



Who were the Nazis?

Nazis is the shortened name for the National Socialist German Workers' Party (NSDAP). The Nazi party was a political party in Germany established in 1919 in the aftermath of World War 1.

It grew in popularity throughout the 1920s, as the country struggled with the fall-out from WW1. Germany lost the war and was forced to pay a lot of money to the winners. Many people were poor and there weren't enough jobs to go round, and one reason many Germans turned to the Nazis was the hope that they would bring about change.



This picture shows a poor family living in cramped conditions in Berlin during the 1920s

Nazis were racist and believed that what they called their Aryan race was more important than others. The Nazis said an Aryan was somebody Germanic. The Nazis believed that Jews, Roma ('gypsies'), black people and other ethnic groups were inferior to Aryans. Nazis were ruthlessly antisemitic and this affected all of their policies and actions.

AZ

Which words should I use?

Treaty - a formally concluded agreement between states.

Election - a formal and organized choice by vote of a person for a political office or other position.

Democracy - a system of government by the whole population or all the eligible members of a state, typically through elected representatives.

Occupation - the action, state, or period of occupying or being occupied by military force.

Regime - a government, especially an authoritarian one.

Party policy - a set of ideas or a plan of what to do in particular ... of people, a business organization, a government, or a political party..

Adolf Hitler set out to impose Nazi values on all aspects of German life



When the German President Hindenburg died in 1934, Hitler declared himself to be the *Fuhrer* or 'supreme leader of Germany'. (Nowadays, the word *Fuhrer* has a negative meaning of a ruthless leader who imposes brutal rule over people.)

In 1921, a man called Adolf Hitler became leader of the party. Then, in January 1933, the Nazis were invited to form a government after they were voted as the largest party in an election. From the moment his party came to power, Adolf Hitler set out to impose Nazi values on all aspects of German life, taking control using fear and terror.

Key Concepts for this Topic



Understanding world heritage & cultures



Significant people & events in history

What was the Holocaust?

What do I need to know?



The Holocaust was a period in history during which millions of Jewish people (who Nazis identified using a Star of David, as seen in this picture) and other people were killed because of their identity

The Holocaust was a period in history at the time of World War Two (1939-1945), when millions of Jews were murdered because of who they were.

The killings were organised by Germany's Nazi party, led by Adolf Hitler.

Jews were the main target of the Nazis, and the greatest number of victims were Jewish. Nearly seven out of every 10 Jews in Europe were murdered because of their identity.

The Nazis also killed other groups of people, including Roma ('gypsies') and disabled people. They also arrested and took away the rights of other groups, like gay people and political opponents. Many of them died as a result of their treatment.

The Holocaust was an example of genocide. Genocide is deliberately killing a large group of people, usually because they are a certain nationality, race or religion.

What was the Holocaust?

The Holocaust was a process that started with discrimination against Jewish people, and ended with millions of people being killed because of who they were. It was a process that became increasingly brutal over time.



Nazi persecution

From the moment they came to power in 1933, the Nazis persecuted people who they didn't think were worthy members of society - most notably Jewish people. They introduced laws that discriminated against them and took away their rights. Jewish people were not allowed in certain places and were banned from getting certain jobs.

Concentration

They also began to set up concentration camps where they could send people they believed to be "enemies of the state" to be imprisoned and forced to work. This included Jewish people and anybody who did not support them.

The first camp called Dachau was opened in March 1933 just outside of Munich.



What should I be able to do with this knowledge?

Suggested Tasks

1. Create your own timeline of key events - can you add further detail to it?
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Significant people & events in history



The Nazis also set out to take control of everybody's lives.

In 1934, a law called the Malicious Gossip Law was introduced, which made it a crime to tell an anti-Nazi joke.

Jazz music was banned, textbooks were rewritten to contain Nazi ideas, pictures of Hitler were put up everywhere, and books were destroyed that were not written in ways that the Nazis liked.

In 1935, 1,600 newspapers were closed down and the ones left were only allowed to print articles approved of by the Nazis.

They set up compulsory groups for young people called Hitler Youth (for boys) and BDM (for girls), so they would become young Nazis who idolised Hitler as they grew up. Boys were taught Nazi values and prepared for war; girls were taught skills like cookery and sewing.

Jewish people in Poland were forced to live in selected areas called ghettos where they were treated very poorly and many were murdered. Conditions in the ghettos were very bad, and many lost their lives as a result of disease and starvation.

By the early 1940s, the Nazis were looking for a way they could kill a great number people in a short amount of time in order to get rid of Europe's Jewish population.

They came up with the idea of extermination camps in which they could kill lots of people. This is what they would call 'the final solution'.

By the end of 1941, the first extermination camp called Chelmno in Poland had been set up.

There were six extermination camps in total in areas of Poland controlled by the Nazis: Auschwitz-Birkenau (the largest), Belzec, Chelmno, Majdanek, Sobibor and Treblinka.

AZ

Which words should I use?

Antisemitism - hostility to or prejudice against Jews.

Deportation - the action of deporting a foreigner from a country.

Liquidation - the clearing of an area/killing someone by violent means

Resistance - the refusal to accept or comply with something.

'Aryan' - (in Nazi ideology) relating to or denoting people of Caucasian race not of Jewish descent.

Ghetto - put in or restrict to an isolated or segregated area or group.

Perpetrator - a person who carries out a harmful, illegal, or immoral act.

Collaborator - a person who works jointly on an activity or project; an associate.

Bystander - a person who is present at an event or incident but does not take part.



The November Pogrom (Kristallnacht)

An important date was 9 November 1938, when there was a night of terrible violence against Jewish people.

It became known as *Kristallnacht* - the 'night of broken glass' - due to all of the smashed glass that covered the streets from shops that were raided. Ninety-one Jews were murdered, 30,000 were arrested and sent to concentration camps, and 267 synagogues were destroyed.

On 1 September 1939, Germany invaded in Poland which marked the start of World War Two.

Key Concepts for this Topic



Understanding world heritage & cultures



Significant people & events in history