

GCSE History



Paper 2 Revision Guide Part 1: Empire and Migration

Revision Check list
Paper 2, Part A – Empires and Migrations

	What you need to revise	Revised? <input checked="" type="checkbox"/>
Empires	Why do empires rise and fall?	
	Why was Alfred the Great significant?	
	Why were Cnut and Emma of Normandy significant?	
	How did the Angevin Empire develop?	
	Why was King John significant?	
	Why was the Hundred Years' War significant?	
	How did the British develop an empire in North America?	
	How did Britain make money in America?	
	What was the impact of the slave trade on Britain?	
	Why did Britain lose its America colonies?	
	What was the impact of Britain losing its American colonies?	
	How did Britain develop an empire in India?	
	What happened in the Indian Rebellion?	
	What was the impact of the British Empire on India?	
	Why did India leave the British Empire?	
	Why did Britain develop an empire in Africa?	
	Why did Britain add Egypt to its empire?	
	Why is Cecil Rhodes significant?	
	Why is the Boer War significant?	
	What is imperial propaganda?	
How did Britain lose its African empire?		
Why did Britain join and then leave the European Union?		
Why is the Falklands War significant?		
Migrations	Why did the Vikings migrate to Britain?	
	Why did the Normans migrate to Britain?	
	Why did people migrate to America?	
	Why did the Huguenots migrate to Britain?	
	What were the Ulster Plantations and the Highland Clearances?	
	Why did the Irish migration migrate to Britain?	
	Why did Russian Jews migrate to Britain?	
	Why did people migrate from and within Britain in the 1800s?	
	Why did people migrate to Britain from the Caribbean?	
	Why did people migrate to Britain after WWII?	
	Why do people migrate to Britain in the 2000s?	

AQA Specification

AC Britain: Migration, empires and the people: c790 to the present day

UpdatedThe entry code for this thematic study has changed from 2C to AC

This thematic study will enable students to gain an understanding of how the identity of the people of Britain has been shaped by their interaction with the wider world. It will consider invasions and conquests. It will also study the country's relationship with Europe and the wider world. It will consider the ebb and flow of peoples into and out of Britain and evaluate their motives and achievements. It considers the causes, impact and legacy of Empire upon the ruled and the ruling in the context of Britain's acquisition and retreat from Empire.

Students will study the importance of the following factors as they influenced Britain's dealings with the wider world:

- war
- religion
- government
- economic resources
- science and technology
- ideas such as imperialism, social Darwinism and civilisation
- the role of individuals.

Students will develop an understanding of the varying rate of change, why change happened when it did, whether change brought progress, and the significance of the change(s). They should also be able to distinguish between different types of causes and consequences, such as short/long-term causes, intended/unintended consequences.

Students will study how factors worked together to bring about particular developments at a particular time and their impact upon society.

This option focuses on the following questions:

- How has Britain been affected by conquest, settlement, and migration?
- What has motivated migration to and from Britain?
- Why did Britain gain and lose an empire and with what effects?
- How have the people of Britain and the wider world responded to, and been influenced by, interaction?
- What is the significance of key individuals and events in the development of empire and British identity?

Part one: Conquered and conquerors

- Invasion: Vikings and Anglo-Saxons; reasons for Viking invasions; creation of the Danelaw; Alfred and Wessex; King Cnut, Emma of Normandy and the North Sea Empire.
- A Norman Kingdom and 'Angevin' Empire: relationship between England and France; Henry II; invasion of Ireland; losses under King John.
- The birth of English identity: the Hundred Years' War and its impact for England's future development.

Part two: Looking west

- Sugar and the Caribbean: piracy and plunder; the development of the slave trade, including John Hawkins; settlements in Barbados and West Indies; the economic and social impact of the slave trade on Britain.
- Colonisation in North America: causes and consequences of British colonisation; Raleigh; Jamestown; contact and relations with indigenous peoples; commodities; Pilgrim Fathers; indentured servants; the War of Independence, loss of American colonies.
- Migrants to and from Britain: Huguenot migration; Highland clearances; the Ulster plantations.

Part three: Expansion and empire

- Expansion in India: causes and impact of British control; East India Company; Robert Clive; Warren Hastings; Indian Rebellion (1857); the social, political, cultural and economic impact of empire on Britain and India.
- Expansion in Africa: causes and impact of British involvement; trade and missionary activity; South Africa; Egypt; the Scramble for Africa; Cecil Rhodes; the Boer War (1899-1902); imperial propaganda.
- Migrants to, from and within Britain: Irish migration to Britain; Jewish migration to Britain; transportation; migration to and within the Empire, including migration of Asians to Africa; migration from rural to urban settings.

Part four: Britain in the 20th century

- The end of Empire: the impact of the First and Second World Wars; the impact of Suez; nationalism and independence in India and Africa, including the role of Gandhi, Nkrumah and Kenyatta.
- The legacy of Empire: 'Windrush' and the Caribbean migrants; the work of Claudia Jones in the UK; migration from Asia and Africa, including the role of Amin in Uganda; the Commonwealth; the Falklands War.
- Britain's relationship with Europe and its impact: the impact of the Second World War; economic, social and cultural interaction; the end of the Cold War and membership of European Union; European and non-European migration.

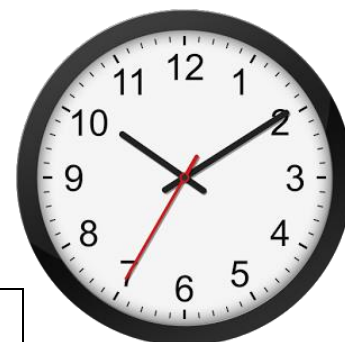
How to tackle the exam – the three golden rules

Rule 1 – ‘1 mark = 1 ½ minutes’

Paper Two is 2 hours long and is split into section A (Migration and Empires) and Section B (The reign of Edward I).

So the examiner’s advice is simple - you spend 1 hour on each section.

So, if a question is worth 4 marks you should spend about 6 minutes answering it etc. and then move on.



Number of marks	Minutes to spend on the question	Minimum number of paragraphs
4	6	1
8	12	2
12	18	3
16	24	4

A common student mistake is to write too much for the shorter questions, and then run out of time at the end of the paper. It is better to answer all the questions to a reasonable standard, than to answer the shorter questions in great detail, but then rush the longer questions (or worse still, not answer some questions at all because you run out of time).

In the exam you will be answering in a booklet and the final questions are usually worth most marks. Some students prefer to answer these first and work backwards through the answer booklet. This will ensure that you don’t miss out on lots of marks, should you run out of time.

Rule 2: Key words

On paper 2 you will see a key word in every question – ‘**useful**’, ‘**significant**’, ‘**similar**’, ‘**convincing**’, ‘**important**’, ‘**change**’. If you focus on the key word you will gain lots of marks. If you don’t, you won’t.



Before you start a question, circle the key word such as **significant**.

Then use that key word in the first line of each paragraph of your answer:

‘One way xxxxxxxxxxxx was significant was...’

‘Another way it was significant was...’ Etc.

This will make sure that you answer the question and get those marks. In the past some students have written lots of knowledge but not really answered the set question so have missed out on lots of marks.

Rule 3 – ‘PEEL’

For non-source questions some students find PEEL helps:

Point – make a point using the stem of the question.

Evidence – Include at least one fact to prove the point.

Explain – Explain why this is important.

Link – link it to other points.



What sort of questions will be on Paper Two?

There are a whole range of questions on Paper Two of various types. We can't give you exact advice on every type of question on the paper, but there are a few tips to help you out.

1. **Student Source A. How useful is Source A to a historian studying.....** (you will then be given a topic). Explain your answer using Source A and your contextual knowledge. (8 marks)

In 12 minutes write two main paragraphs on how the source is useful.

1. Write a paragraph on how the source's **contents** make it useful. Make sure you link the source's contents to your own knowledge. E.g. *'The source is useful because it shows... which I know is true because...'*
2. Write a second paragraph exploring the **provenance** (use the information in the caption) e.g. *'the source is also useful because it was written by... at the time/after... yet there are some issues with how far the source can be trusted which are...'*
3. If you have time, add a short conclusion. It is always best to focus on how the source **is useful**.

Some points you can make on how useful a source is:

1. For this question the source is likely to be visual source such as a cartoon, painting or a photograph. Look at what is actually in the source. Then add your own knowledge to explain it. e.g. *'In the source I can see ... which shows that... I know that this is true because of ... This would be particularly useful to an historian because...'*
2. Then look at the caption next to the source. Think about when and where it was published, and who the audience was. E.g. *'The source was published in a Magazine in the year This is particularly useful because it tells me how people in that country must have been feeling at the time. It was published by the government which is useful because it shows me how they used propaganda.... Etc.'*

2. Explain the significance of... (8 marks)

You will probably be given a person or event and asked to explain its significance with regards to a particular topic. So you could be asked something like:

- i. Explain the significance of Henry II.
- ii. Explain the significance of the Scramble for Africa.
- iii. Explain the significance of the American War of Independence.
- iv. Explain the significance of Viking Migration to England.

You need to make two developed points, each one on a different point for how the person/event is significant.

For the top marks, show how the person or event was significant both in the short term (so in their own lifetimes) and long term.

3. Explain two ways in which xxxxxxxx and xxxxxxxx were similar. (8 marks)

So a full question could be something like:

- i. Explain two ways in which migration to Britain in the 1800s and migration after World War II were similar.
- ii. Explain two ways in which the Hundred Years' War and the American War of Independence were similar.

Try to make two developed points on how the two events were similar. Make sure you stay focused on the question (so **don't** start writing about differences!). Also make sure you include plenty of precise information in your answer.

4. This is the main essay question worth 16 marks and a further 4 marks for SPaG. It will cover a large period of time and focus on a major theme such as building empires, losing empires, migration to/from/within Britain etc.

Possible questions could include:

- i. Have economic reasons been the main factor in causing migration to and from Britain since Medieval times? Explain your answer with reference to economic reasons and other factors.
- ii. Have the actions of key individuals been the main factor in causing Britain to build empires? Explain your answer with reference to the actions of key individuals and other factors.
- iii. Has war and violence been the main factor in causing Britain to lose lands since Medieval times? Explain your answer with reference to war and violence and other factors.

- This is a 16 mark question so you need to spend around 24 minutes on it.
- It will ask you if x has been the main reason for y. But again we can't predict what 'x' and 'y' will be.
- However you should be able to pick up half marks by explaining a simple way it is the main factor, and a reason it isn't.
- For top marks you need to write three developed paragraphs and a detailed conclusion. A top Level 4 conclusion will link and compare the different factors to show how one is more important than the others.

Here's an idea for how to structure your answer:

Paragraph 1 – focus on the issue in the question. Try to explain two or three examples (use Point – Evidence – Explanation – Link). Make sure you include lots of precise information (e.g. key names) to develop your writing.

Paragraph 2 – do the same as in P1, but for a different side of the argument. So explain other reasons for migration or for gaining/losing empires.

Paragraph 3 (if you have time) – same as P1 and 2 but for a different factor.

Conclusion – with a final paragraph where you clearly answer the question Say whether you think the reason in the question was or wasn't the main factor, and explain why you think this.

IMPORTANT:

To score more than 8/16 you must cover at least three of the four time periods on the course across the whole of your essay. These time periods are:

Medieval (Vikings to Hundred Years' War)

Early Modern 1500s – 1700s (America, Hugenots, Ulster Plantations etc)

1800s (African empire)

1900s (decline of the British Empire, post-war migration etc)

Sample Answers

Question 1

'How useful is Source A to an historian studying England during the reign of King Cnut?'

Source A – a painting from about 1031 showing King Cnut and Queen Emma presenting a gold cross to a church at Winchester. The picture was made by a monk who lived at the church.

Source A shows Cnut and Emma presenting a gold cross to a church. This is useful because it tells us that England was a very rich country at this time. This was because of Cnut's North Sea Empire which led to England doing lots of trade with countries in Scandinavia. The source also shows angels placing crowns on Cnut and Emma's heads. This is useful as it shows that Cnut and Emma were popular rulers, supported by the fact that Cnut brought peace to England after years of fighting, and also brought in popular laws and good local leadership.

The provenance of the source makes it useful because it was made by monks at a church. They would have witnessed Cnut donating the cross and, being monks, should be honest. This means it should give accurate information of what happened. The fact that this picture was made also tells us that people in the Church respected and liked Cnut, though equally this may have been to try and get him to give them more gold. Despite this it's useful as it tells us the attitudes of people towards Cnut during his reign.

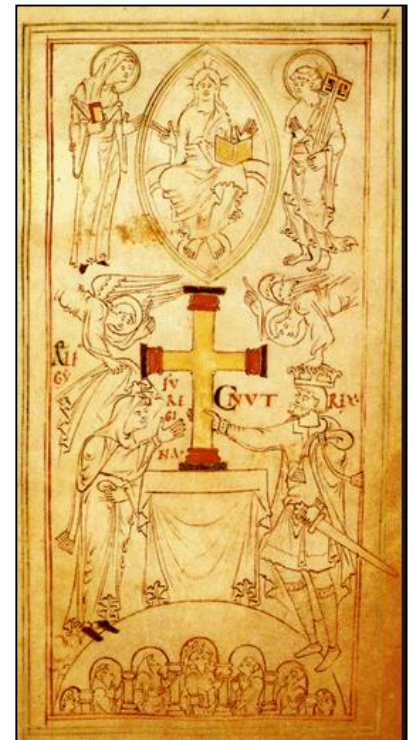
Overall the source is very useful as it tells us about England's wealth and how Cnut was a popular ruler with many people in England in the 1000s.

Question 2

Explain the significance of King John

John was significant because **he lost nearly all of the Angevin Empire**. John was a weak leader who had the habit of upsetting his own nobles. He also murdered his nephew Arthur who was being supported by King Philip of France. Philip then attacked John's lands and captured all of England's lands in France apart from Gascony. This meant that England lost the ability to make money from taxing the people in these lands. It also led to long-term tension between England and France and future kings such as Edward III wanted to recapture the lands that had been lost, leading to the Hundred Years' War.

John was also significant **as he had to sign the Magna Carta**. John wanted to recapture his lost lands in France but an invasion would cost a lot and he had less income having lost most of his empire. Therefore, he taxed people in England more. This resulted in growing anger, especially when John's attempted invasion of France failed. As a consequence, the nobles made John sign the Magna Carta. This document put a limit on a king's powers for the first time and said that he had to stick to the law. This is significant in the long term as it marks the very first step towards England eventually becoming a democracy.



Question 3

Explain two ways in which the USA's independence from Britain in the 1770s and India's independence from Britain in the 1940s were similar. [8 marks]

One way American and Indian independence is similar is that both involved protests over taxes. In the USA, Britain brought in a 3 pence tax on tea. This led to the Boston Tea Party where protestors threw boxes of tea into the harbour. This resulted in Britain closing the port at Boston and banning public meetings, causing even more anger. In India, Britain put a tax on salt. Gandhi led the Salt March in 1930 and made salt in protest over this, resulting in him and 60,000 supporters being arrested. This again led to even more anger and calls for independence.

Another similarity is that both countries gained independence after wars. The USA gained its freedom by fighting the American War of Independence and defeating Britain on the battlefield. Britain was also economically weakened by this war, making it harder to keep control of the 13 colonies. In India, Britain was left weakened due to the cost World War II and the need to rebuild Britain afterwards. It lacked the money to keep control of its empire, leading to India gaining its independence.

Question 4

Have key individuals been the main reason for the development of empires?

Explain your answer with reference to key individuals and other factors. Use a range of examples from across your study of Migration, Empires and the people. [16 marks]

Key individuals played a major role in developing empires. The Angevin Empire developed in the 1100s due to the actions of Henry II. He married Eleanor of Aquitaine which gained him lands in southern France such as Gascony. He fought and then took over land in Ireland and kept his empire under control through constant travel. Robert Clive played a key role in developing the British Empire in India. He captured Bengal after winning the Battle of Plassey, and also gained diwani for Britain through the Treaty of Allahabad, which made the empire richer as it could now collect taxes in India. Finally, Cecil Rhodes developed the British Empire in Africa. He had ambitions for a Cape-Cairo Railroad and added land such as Rhodesia which was good farming land and also contained gold and diamonds.

However, **economic factors** are another reason for developing empires. Whenever Britain has set up an empire it has gained resources and more wealth. For example, British colonies in America were set up as there were large areas of land which could be turned into plantations. These produced products like tobacco and cotton which were shipped back to Britain as part of the Triangular Trade. The same is true in India where the East India Company gradually took over land so that it could obtain more natural resources such as spices, gemstones and cotton. In addition, British-made products such as cotton clothes from Manchester would be sold to Indians, making more money for Britain. Finally, Cnut's North Sea Empire saw more trade between England and Scandinavia and Vikings took over England as it contained rich farming land.

Religion is a factor in the development of empires. Many British people in the 1800s believed in Social Darwinism and viewed Africa as an uncivilised 'dark continent'. It was believed that Africans could be 'civilised' through the spread of Christianity, done by missionaries such as David Livingstone. Religion also led to the British Empire developing in America as the Pilgrim Fathers set up a colony due to being persecuted for their Puritan beliefs and moving across the Atlantic in the hope of getting religious freedom.

Overall, economic reasons were the main reason for the development of empires. Key individuals did take over large areas of land but they largely did so for economic reasons. Men such as Clive and Rhodes were very much motivated by making money. Clive was a nabob and Rhodes was a millionaire. Whilst religion was used to justify taking land, it was never the main reason and Britain was more interested in exploiting African natural resources. Economic resources is also consistently important over time. Whereas religion was more a factor from the 1600s onwards, money motivated empire developments from the time of the Vikings to the present day where the EU is arguably an example of an economic empire.

Paper 2 Part A

Empires and Migration

c. 790 - 2017



Key Background Theory

This section of Paper 2 is all about how and why people moved to and from Britain (migration) and how and why Britain took and lost control of various lands around the world (empires).

Why do countries build up empires?

Reason	Explanation
Economic resources	A country may build an empire to gain resources, develop trade, and make more money.
War and violence	A country may take over land following victory in a war.
Key individuals	A single person can play a key role in adding land to an empire.
Governments	A country's government may have a clear plan to develop an empire.
Science and technology	A country may have superior technology (e.g. better weapons or transport) which allows them to take over other countries.
Ideas	Beliefs about race or imperialism may cause a country to grow an empire.
Religion	A country may build up an empire to spread a particular religious belief.

Why do countries lose empires?

- There have been many empires in world history – eg. the Greek, Roman, Ottoman, British, French, Russia etc.
- However at some point all of these empires have fallen apart. Why do you think countries lose empires?

Reason	Explanation
Economic resources	A country may no longer have the resource to keep control of its empire.
War and violence	A country may lose land after a defeat in a war.
Key individuals	A single person can play a key role in campaigning/fighting for their country to gain independence from an empire.
Ideas	Beliefs about freedom and independence can spread within an empire.

Why do people migrate from one country to another?

Push factors	Pull factors
<ul style="list-style-type: none"> • War and violence – people move to escape from conflict. • Religious persecution – people migrate to escape discrimination because of their beliefs. • Governments – people migrate to escape from a government that they disagree with or which is treating them badly. • Key individuals – people migrate due to the actions of a single person, <u>eg.</u> a bad leader. • Natural disasters – people may have to leave their homes due to events like earthquakes or hurricanes. • Economic reasons – poverty and unemployment may force people to migrate. 	<ul style="list-style-type: none"> • Economic resources – people migrate for work, make more money and have a better quality of life. • Safety – people migrate to a place where they are free to believe and think what they want. • Science and technology – people may move to a more technologically advanced country.

Part 1 - Empires

1. Why was Alfred the Great significant?

- In 865 the Vikings invaded England and one by one defeated the Anglo-Saxon Kingdoms, until only **Wessex** remained undefeated.
- The Anglo-Saxon King of Wessex was Alfred who, after an initial defeat, regrouped and began to fight back.
- In 878 he defeated the Vikings at the Battle of Edington.
- He then agreed that the Vikings should control an area known as the **Danelaw** in the north of England, and he would control Wessex. The Vikings also agreed to convert to Christianity.
- He then began to build defences (such as fortified towns called **burhs**, and a navy) to protect against further Viking attacks, introduced fair laws, and encouraged use of the English language.
- He did this by translating books from Latin into English.
- He also had new coins produced which called him 'King of the English'. This was the first time a king had used this title and it led to people starting to think of themselves as being English for the first time.
- Alfred has been called 'the Great' because he saved Anglo-Saxon England from total Viking domination, and began to forge a new English identity.



2. Why were Cnut and Emma significant?

- Cnut became King in 1016 at the end of a period of struggle between the English and Vikings.
- At first Cnut was tough with any English rebels – he executed several of them. However, this then brought in an era of peace. He brought back many of the popular and fair laws of Edgar the Peaceful.
- Cnut became a very religious man and helped the church – using his wealth to regularly make donations.
- All of this made him a popular ruler and England was peaceful and prosperous.

- Cnut also ruled Norway, Denmark and part of Sweden. England became part of the **North Sea Empire**.
- Cnut paid a Viking army to protect all parts of his empire. He encouraged trade across the North Sea.
- People from Norway, Denmark and Sweden migrated to England to work as farmers or craftsmen.
- This then made England an even richer country.
- Cnut made another clever move in 1017 when he married Emma of Normandy.
- She was the widow of the previous king of England, Aethelred the Unready.
- Marrying Emma helped Cnut gain the support of many English people.
- It also meant that England (and the North Sea Empire) developed closer links and more trade with Normandy.

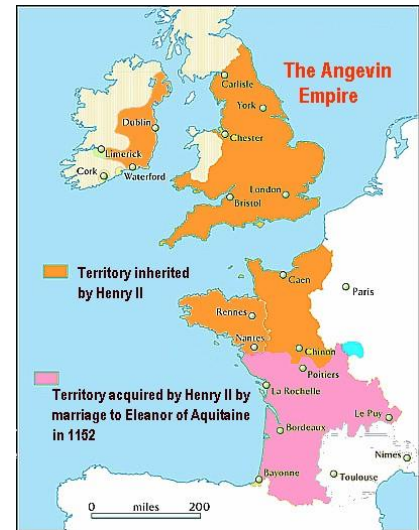
- Emma of Normandy owned large amounts of land which made her very wealthy.
- She improved relations between Cnut and the Church.
- Cnut had damaged some churches when he took over England.
- Emma arranged for these churches to be rebuilt. She also gave land and valuable objects to churches.
- This made her very popular and respected, and in turn this made it easier for Cnut to rule England.

- Emma was left to rule England alone on many occasions as Cnut travelled extensively, to supervise the ruling of his North Sea empire.

3. How did the Angevin Empire develop?

What was the Angevin Empire?

- Henry II (1154 – 1189) built up an empire by taking control of lands in France. This was known as the Angevin Empire.
- He inherited control of England and Normandy from his mother Matilda. He also inherited control of Maine and Anjou from his father.
- He then married the attractive and powerful Eleanor of Aquitaine. This gave him control of lands going down to the border with Spain.
- Finally, Henry married off his son to the Duchess of Brittany so gained control of that part of France.
- Henry also gained land in Ireland.
- In 1166 Dermot of Leinster, who ruled part of Ireland, asked Henry to help him beat another Irish king.
- English soldiers helped Dermot but then seized land off the Irish. Soon English settlers controlled more land than the Irish.
- Henry visited Ireland in 1171 and was recognised as its overlord by both the English and the Irish.
- This would sow the seeds of trouble which would last until the 1990s.



Why did Henry develop the Angevin Empire?

- There were **economic reasons** for developing the empire.
- Owning the Angevin Empire allowed England's **trade** to develop.
- The Angevin Empire made it easier for English merchants to trade with a variety of European merchants.
- The Angevin Empire created the opportunity for trade even beyond Europe. As a result exotic and expensive goods, including silk and spices, from the Middle East were regularly traded in England's major towns and cities.
- English merchants also sold English wool around the empire.
- The Angevin Empire also included an area called **Gascony** in Aquitaine. Gascony was famous for growing grapes and producing wine. As a result, England was able to make lots of money from the wine trade.

How did Henry control his large new Angevin Empire?

1. **Travel** - His boundless energy meant that he continually travelled round his Kingdom to subdue any local rebellions. He never stayed in one place for very long (one estimate is that he crossed the English Channel 30 times in 35 years).
2. **Loyalty and the feudal system** – He rewarded loyal supporters with land. If they stayed loyal to him, they kept their land. If they rebelled he took it off them.
3. **Law** - Henry strengthened the legal system and law courts so that even when he was absent, his will would be enforced by local judges.

4. Why was King John significant?

- When Henry II died, he was replaced by his sons Richard I and then John (1199 – 1216).
- Unlike his father, John was a weak ruler. Therefore the King of France (Philip II) saw a chance to take back land in France from the English.
- Philip first claimed that his ally and John's nephew, Arthur was the rightful King of England. This allowed Philip to claim he should control French land. So John captured Arthur, stabbed him and threw his body into a river.
- Philip II was not deterred by this and continued to fight for his land.
- He attacked the Angevin Empire and first seized back Brittany, then Normandy, Anjou and Maine.
- John returned to England and started to tax his people heavily to raise money to pay for yet more battles.

- This made John really unpopular with his own people. They had little choice but to pay the higher taxes, but things reached breaking point when he returned to France again in 1214 and was defeated yet again.
- By 1215 the English people and Barons were in open rebellion against their King.
- The Barons summoned King John and demanded he sign a document giving away some of his power.
- He had no choice but to sign the **Magna Carta** (Great Charter) which meant that he could no longer tax people unfairly, and would have to respect the rights of the Barons.
- John also had to accept that he had lost all of England's lands in France apart from Gascony (a small part of Aquitaine). The Angevin Empire had ended!

5. Why was the Hundred Years' War significant?

What caused the Hundred Years' War?

- Edward III (grandson of Edward I) was king in 1337. He was determined to be a powerful king and to take back lands in France. Why?
 1. Edward wanted to prove that he was a better king than his father, who had been a weak ruler.
 2. Edward had close family links with France. His grandfather and mother were French so he believed he had a right to be king of France.
 3. England was making huge amounts of money selling wool to Flanders (now Belgium). France was threatening to invade Flanders, which would massively affect trade and make England poorer.
 4. England only owned one small part of France in 1337 – Gascony. However this was rich farming land and made lots of wine. Edward made lots of money from taxes and trade in Gascony. However, France was now threatening to invade Gascony.

What were the key events in the Hundred Years' War?

- The war started well for England. They defeated the French at the Battle of Crecy in 1346 and the English then captured Calais.
- In 1356 the English won the Battle of Poitiers and took back large chunks of land in south-west France, including much of Aquitaine.
- However from 1370 things turned bad for England. The English taxed the people in Aquitaine too much so they rebelled. Both Edward III and his warrior son died. England was left with a young, inexperienced king in Richard II who made unpopular decisions like having high taxes (which helped cause the Peasants' Revolt in 1381).
- But...from 1413 England had an ambitious leader in Henry V. He launched a new attack on France and famously used his longbowmen to beat a much larger French army in the Battle of Agincourt.
- Henry took back lands in France...but then had an awful attack of diarrhoea and died. At the same time the French fought back, inspired by a teenage girl called Joan or Arc who claimed God had told her to drive the English out of France.
- Even though the English captured Joan and burnt her alive, they suffered more defeats and by 1453 England had lost the Hundred Years' War.

What was the impact of the Hundred Years' War?

Long-term Impacts	Short-term Impacts
<ul style="list-style-type: none"> • France became a more united country for the first time. • Warfare changed – longbows became more important and gunpowder began to be used. • The English started to see themselves as being separate from the rest of Europe. A clear English identity began to emerge. • French stopped being used as an official language in England. • England lost its lands in Europe so turned its attention elsewhere, leading to involvement in the newly-discovered North America. 	<ul style="list-style-type: none"> • The war was very expensive to fight which led to higher taxes in both England and France. • England lost lands in France such as Gascony meaning they couldn't make as much money from taxes and farming. • Some parts of France was devastated by the war. Crops were destroyed and animals were killed. It took years to recover. • Huge numbers of people were killed by both fighting and disease – maybe up to 3 million.

6. How did the British develop an empire in North America?

- In the 1600s, many people left Britain to settle in the New World (America).
- By the 1700s, Britain had set up 13 colonies in America.
- Why did people move?
 1. **Persecution.** Some Christian groups such as Puritans and Catholics were persecuted for their beliefs (such as not going to Church of England services). They moved to America for religious freedom.
 2. **War.** The English Civil Wars of the 1640s caused some people to move due to divisions in Britain over religion and how the country should be run.
 3. **Money.** There were vast amounts of free land available in America. Migrants could grow crops, sell these back to Britain and make large profits.

Case Study 1: Virginia

- British people had tried to settle in Virginia in the late 1500s. Sir Walter Raleigh played a key role in this, setting up places like Roanoke.
- However these first settlers struggled to grow food, faced attacks from Native Americans and caught diseases such as malaria. They quickly died and the settlements failed.
- In 1607 a new colony was set up in Virginia called Jamestown.
- Again this was a struggle, but this time Native Americans helped the settlers to find and grow food.
- Despite some attacks from local tribes, the colony did well, especially when they started to grow tobacco, which became very popular back in England.
- This encouraged even more people to move to America.

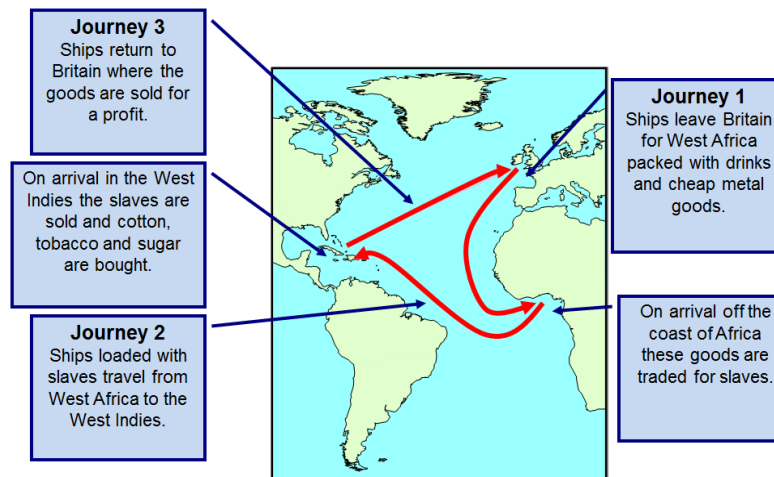
Case Study 2: The English and the Powhatans

- Native Americans had lived on the land long before European migrants arrived.
- They had many tribes and cultures. Some saw the British migrants as invaders who took territory by force.
- Others helped the new arrivals.
- For example, the Powhatan tribe got on well with the new arrivals to start with and some migrants married Native Americans.
- However, in general the British did not respect the Native Americans.
- This led to massacres on both sides, often during disputes over land.
- The Powhatans fought the settlers for five years in the Powhatan War when the settlers' leader John Smith decided to take more land.
- The Europeans also brought new diseases such as smallpox and measles which Native Americans were not immune to.
- In 1500 there were about 560,000 Native Americans on lands later owned by Britain. This number fell to 280,000 (halved) by 1700.
- Native Americans had to either move inland or adapt to European ways.

7. How did Britain make money in America?

- Europeans first 'discovered' America (the New World) in 1492. Soon after, explorers from many countries, including Britain, explored the area.
- Sailors like **Sir John Hawkins** and **Sir Walter Raleigh** were explorers but would also attack Spanish ships and steal their gold.
- They were known as **privateers** – basically sailors with permission from the king or queen to raid another country's ships. Anything stolen had to be shared with the king or queen (making men like Hawkins and Raleigh very popular).
- If they refused to share the plunder, they were known as **pirates**.
- Men like Sir John Hawkins were both privateers and pirates at various points in their careers.
- It is estimated that 10-15% of all Spain's gold was captured by ships from other countries.
- It soon became clear that piracy wasn't the only way to make money.
- Land in the Americas (the 'New World') was ideal for growing crops such as cotton, tobacco and sugar. People started to migrate from Britain to set up plantations to grow these crops.

- Trade developed with Britain – crops would be traded for goods from Britain such as wheat. Also cotton from the Americas would be turned into cloth in Britain and then sold back to the Americas.
- All this meant there was less need to steal and so monarchs stopped giving permission to privateers. Instead Britain's Royal Navy started to catch pirates and chase them out of safe harbours.
- However plantation life was hard for settlers and the work was hard. Therefore from 1619 slaves were brought across from Africa.
- Slaves would not be paid and would have to work for their whole lives. They allowed plantation owners to make huge profits.
- Sir John Hawkins played a key role in setting up the slave triangle.



Case Study - Barbados

- Britain took over Barbados in 1625. It was soon developed for tobacco plantations.
- By 1655 it was the largest British slave colony.
- Sugar was then produced on plantations, making huge profits for Britain.
- By 1698 42,000 slaves from Africa lived on Barbados.

8. What was the impact of the slave trade on Britain?

1. Economic Impact

- Jobs created in Britain, e.g. for ship builders, ship owners, bankers (who lent money to buy slaves) and importers (who brought in goods from the plantations).
- Dockworkers gained jobs unloading goods made by slaves.
- Workers gained jobs turned raw materials into goods like cotton clothes.
- Shops owners made money selling goods from the plantations.
- This helped make Britain one of the world's richest countries.
- Individuals also made huge profits.
- King Charles II was a partner in the Royal African Company which transported 60,000 slaves from Africa in the 1680s, leading to large profits.

2. Social Impact

- Some British port towns developed massively, especially Liverpool, Glasgow and Bristol.
- Wealth from the slave trade was spent on building grand buildings (e.g. Liverpool Town Hall and the National Portrait Gallery in London).
- Slave owners used their money to build grand country houses in the English countryside. Birtles Hall near Macclesfield was built by a member of the Hibbert family who owned slaves and plantations on Jamaica.
- A belief also developed through the slave trade that Europeans were superior to Africans.
- New fashions also developed, e.g. drinking tea and coffee or adding sugar to food.
- However, parliament did ban the slave trade in 1807.

9. Why did Britain lose its American colonies?

i. Why did the colonists go to war with Britain?

1. **Debt.** Britain ran up a huge debt of £133million in the Seven Years' War. They tried to get the colonists to pay this through high taxes. As a result, taxes were raised on key goods like glass, sugar and coffee. The Stamp Act was a tax on paper used for official documents. This caused huge resentment.
2. **Representation.** Even though Britain was taxing the colonies, the colonists had no say in the British parliament. They felt this was unfair as their voice wasn't being heard.
3. **Ideas.** Many colonists had left Britain to escape from persecution and to gain freedom. They didn't like Britain telling them what to do and wanted to create a new country where all people were free and treated equally.
4. **Boston.** In 1770 British troops in Boston shot dead five colonists who were protesting about taxes. In 1773, Britain raised the tax on tea (the tax was 3 pence). In protest some colonists crept onto ships and threw £11,000 of tea into the sea (the Boston Tea Party). Britain retaliated by closed the port down and banning town meetings.

Therefore in 1776 the 13 colonies broke away from Britain. They declared they were now an independent United States of America. Fighting lasted until 1783, when the USA finally won.

ii. Why did the USA win the War of Independence?

1. **Strong leadership.** The Americans were led by George Washington who was an inspirational leader and who became the first US president.
2. **French support.** The French hated England after we'd captured Canada off them in the Seven Years' War. Therefore the French sent supplies and equipment to the Americans.
3. **British supplies.** Britain was fighting far from home and struggled to supply its armies.
4. **British mistakes.** British generals missed opportunities to crush the colonists. At Yorktown in 1781 the Americans managed to surround the British and forced the army's leader Lord Cornwallis to surrender. This was very humiliating for Britain.

10. What was the impact of Britain losing its American colonies?

1. **Debt.** Britain faced with £80million debt after war – it had to find new trade routes or risk uprisings at home.
2. **Empire.** Britain needed to extend its empire to help pay for its massive debt. Once Britain lost America, it switched its focus to India and then Africa and built up empires there.
3. **Australia.** Before the war, Britain had sent some of its prisoners to the American colonies. Australia was now used as a penal colony and 185,000 were people sent there.
4. **Political change.** To prevent a rebellion in Britain some changes were made such as the Great Reform Act of 1832 which gave more people the vote (though Britain still wasn't a democracy).

It is worth noting though that in the long run the USA became Britain's ally and that despite the war, Britain still traded with the USA. Britain remained strong with the most powerful navy in the world. Losing the American colonies simply caused Britain to start to build empires elsewhere.

After the war, the USA became a republic. It had lost 25,000 men in the war, which had an impact on labour and industry for many years. Also the war led to the USA making closer links with France.

11. How did Britain develop an empire in India?

- India is very rich in natural resources and is ideal for crops like tea, spices and cotton.
- It's also a very large country, making it ideal for trade.
- From the 1600s, European countries started to set up trading stations in India.
- Britain came to dominate trade with India by setting up the **East India Company**.
- Goods made in Britain would be exchanged for Indian goods and resources.
- The EIC had its own army. It would do deals with local Indian princes. The EIC would provide weapons or soldiers to help a prince beat his enemies. In return the EIC was rewarded with resources or land.
- In the 1700s the EIC took over more and more Indian land. It used its army to beat the local princes in battle.
- In 1757, **Robert Clive** led EIC to victory in the Battle of Plassey. 3,000 EIC soldiers beat an Indian army of 40,000 men. This gave Britain control of **Bengal**, a very rich part of India. Clive stole the contents of the ruler of Bengal's treasury and shipped it off to the EIC headquarters.
- Clive then signed the **Treaty of Allahabad** which gave Britain the right to collect taxes in Bengal. This all made Britain richer.
- Clive was a **nabob** – a British man who made much wealth and power in India.
- The EIC made big profits in India but was losing money elsewhere.
- Therefore the British government stepped in and took joint control of India.
- **Warren Hastings** was given the job of Governor General. He was also a nabob but disapproved of the Indians being treated harshly. However, he still wanted to expand British power in India. He reduced crop rates and improved tax collection, making more money for Britain.
- Hastings valued Indian culture and even built a school for Muslims in Calcutta. However he also used the army to take control of more and more Indian land.
- By the 1850s, India was fully under British control.

12. What happened in the Indian Rebellion?

Background	Events	Outcomes
<p>Many of the British who worked for the East India Company lived in great luxury in India and had made huge fortunes.</p> <p>To help 'protect' them in India British soldiers were stationed there.</p> <p>They worked alongside local Indians who had also been recruited as soldiers.</p> <p>On 10th May 1857, Indian soldiers (known as sepoys) working for the British in northern India, shot dead</p>	<p>In January 1857, a new Enfield rifle was given to each Indian soldier.</p> <p>Soldiers had to bite off the top off a cartridge when loading the gun.</p> <p>The problem for the Hindu and Muslim Sepoys was that the new cartridges were covered in grease. A rumour spread that the grease was made from pork and cow which would get in their mouths...and offended their religious beliefs.</p> <p>The Sepoys rebelled. On one occasion the rebels massacred 200</p>	<p>The British tried to interfere less with religious matters.</p> <p>They allowed Indians more say in the running of India by allowing them jobs in local government.</p> <p>A new, professional middle class of Indian citizen emerged.</p> <p>In time the Indian Universities Act created universities in Calcutta, Bombay and Madras.</p>

<p>a number of British soldiers who worked alongside them.</p> <p>In the army, the Sepoys were very unhappy. They felt that they weren't treated very well and were often the first to be sent to the most dangerous places. They also felt that they were being pressured into converting to Christianity.</p>	<p>British women and children at Cawnpore.</p> <p>The British wanted revenge and so used harsh punishments. Indians were tied over cannons and blown to death. Some were sewn into pig skins (very offensive to Muslim rebels) and on one occasion 130 rebels were hung from one tree.</p>	<p>The British also decided to keep their distance from the Indians – the days of cultural mixing were over and there was more suspicion.</p> <p>This also sowed the seeds for seeds of some Indians wanting their country to be independent.</p>
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13. What was the impact of the British Empire on India?

	Positives	Negatives
Economic	<ul style="list-style-type: none"> British businessmen, made lots of money. They would buy (or take) raw materials from India (such as tea, coffee, sugar cane, gemstones, gold, silver, silk and spices) and sell them for a high price in Britain. Mid-1800s the tea trade worth £30 million a year. Created jobs for both Indians and British in shipping, transportation and sales. By the late 1800s 25% of Britain's total exports went to India. The British introduced an irrigation programme in the countryside, which developed farming. They developed coal mining, something which had not existed before. 	<ul style="list-style-type: none"> Britain took lots of resources from India Forced the Indian people to buy British products. Indian workers were often exploited, the country's raw materials were taken back to Britain, and native lands were seized.
Industry	<ul style="list-style-type: none"> Many areas in India became industrialised in the same way that British towns and cities were in the 1800s. Factories produced goods such as cotton and woolen cloth, and flour. 	<ul style="list-style-type: none"> India was a place where British-made factory goods could be sold to. Indian-grown cotton to be shipped back to Britain, made into something in a British factory – and then taken back to be sold.
Health	<ul style="list-style-type: none"> Introduced a vaccine and treatment programme to fight killer diseases such as malaria and smallpox, Improved sewage systems and water supplies. Life expectancy increased. 	<ul style="list-style-type: none"> Devastating famines struck India 1875-1900. Millions died of starvation. British blamed because they had forced Indian farmers to replace food crops such as rice and wheat with high value crops that the British valued - cotton, tea and oil seeds.
Transport	<ul style="list-style-type: none"> By 1900, the British had built nearly 80,000kms of road as well as railways, schools and hospitals. They built dams and dug nearly 12,000kms of canals. 	

Law and Education	<ul style="list-style-type: none"> Created a legal system based on the one in Britain. High courts were set up in Madras, Calcutta and Bombay Parts of Indian law were built into the new legal code. Thousands of schools and colleges were opened. English language spread, and western education meant that Indians adopted more modern democratic views. New knowledge in science, humanities and literature were opened up to Indians, as well as the opportunity to study in Britain 	
Other	<ul style="list-style-type: none"> The Indian army was used in all parts of the British Empire, and fought bravely and decisively in both the First and Second World Wars. By December 1914, one in every three soldiers fighting for Britain in France was from India. 	<ul style="list-style-type: none"> English customs were forced onto people, and local traditions, cultures and religions tended to be ignored. Britain treated rebels very harshly.

14. Why did India leave the British Empire?

- Britain went into WWI in 1914 as a world superpower with the largest empire the planet had ever seen.
- The empire came to Britain's aid – soldiers from all around the world fought for Britain in the trenches and helped secure victory over Germany.
- After the war the empire briefly grew – Britain took some colonies off Germany.
- However WWI also started to expose weaknesses for Britain:
 - The cost of fighting WW1 was enormous; weapons, ammunition, soldiers, food, transport, wages and uniforms. This almost bankrupted Britain. Britain was no longer the world's wealthiest country.
 - During WW1 the empire was cut off from Britain – empire countries couldn't send their raw materials to Britain, or buy back finished products. They started to manufacture on their own and buy from other countries. When WW1 ended in 1918 they no longer relied on Britain.
 - The empire was becoming very expensive to run and protect. In the 1920s Britain was spending more on keeping its colony of Iraq under control than it did on health care in Britain.

From 1939 to 1945, Britain fought in World War II. Again, Britain was on the winning side. However, there would be very serious consequences for the British Empire...

The Impact of WW2 on the British Empire

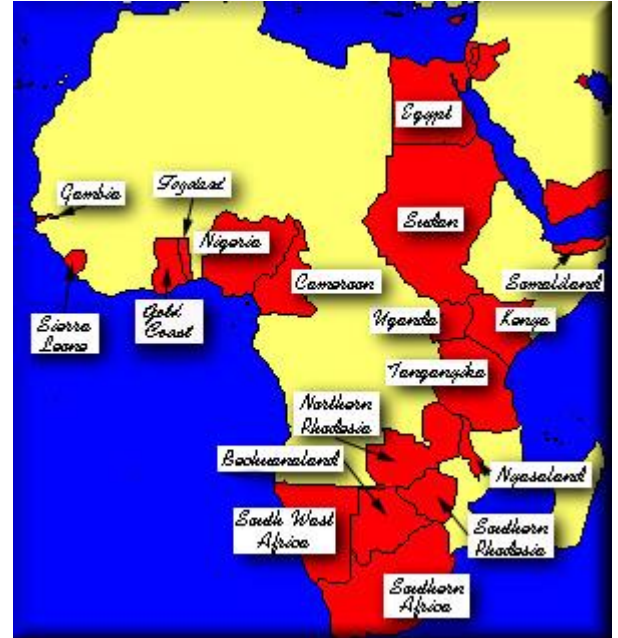


- Mahatma Gandhi** played a key role in India leaving the British Empire.
- Gandhi became the leader of the Indian National Congress.

- He was a Hindu and believed in Ahimsa. This meant that he used non-violence to campaign for India's independence.
- He urged government officials to stop working for the British, for students to stop attending government schools, and for people to stop paying taxes and buying British goods.
- Cheap British cloth had caused many Indian cloth makers to go out of business. Therefore, Gandhi encouraged Indians to stop buying British cloth and he used a spinning wheel to make his own thread.
- This led to the British arresting Gandhi and sending him to prison...which in turn made the British look bad.
- The British brought in laws which put a tax on salt, a key ingredient in India food. The British also controlled salt production and wouldn't let Indians make their own salt.
- Therefore, Gandhi led the **Salt March** in 1930.
- Gandhi led a group of people who marched 240 miles to the coast and made their own salt. This led to other protests about salt breaking out. The British ended up arresting 60,000 people, including Gandhi.
- Gandhi became a hero and there was growing pressure on Britain to give India its independence.
- However, this didn't actually happen until after WWII.
- Gandhi also inspired leaders in other parts of the British Empire to stand up to Britain and demand their freedom.
- This helped lead to the collapse of the British Empire.

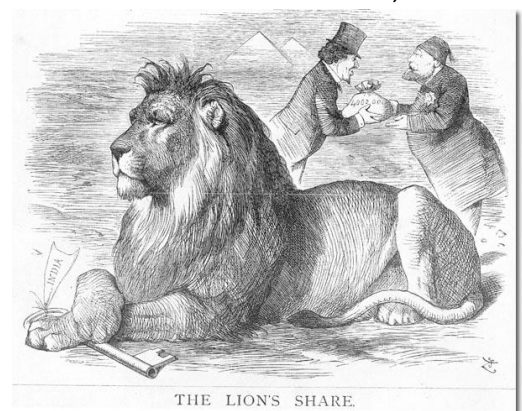
15. Why did Britain develop an empire in Africa?

- In the later 1800s, European countries suddenly took an interest in Africa.
- There was a race between countries such as Britain, France, Belgium, Germany and Portugal to see who could take the most land in Africa.
- Why did Britain get involved?
 1. **Religion.** Many people in Britain in the 1800s believed that African people were uncivilised, primitive, and savages. Africa was known as the 'Dark Continent'. British people believed that if Africans were converted to Christianity, they would become civilised. This led to missionaries such as **David Livingstone** travelling through Africa and teaching Christianity to the local peoples. They also made sure that slavery was ended and that Africans were trained up to lead churches.
 2. **Economics (money).** European explorers brought back stories of lots of resources in Africa such as gold, diamonds and ivory. Taken over land would allow Britain to exploit these resources, and also sell British-made goods to the Africans. This would make Britain wealthier.
 3. **Power.** Britain wanted to show the world that it was the most powerful country. They therefore wanted to make sure they took over more land than other European rivals. Also taking land was strategically important – eg. it provided bases for the Royal Navy.
- African people did fight back but only rarely won victories. This was because the British had highly-trained soldiers and **modern technology** such as the Maxim gun (an early machine gun) whereas many Africans were armed with spears and shields.



16. Why did Britain add Egypt to its empire?

- The Suez Canal was built by Egypt and France in 1869 and meant that countries who wished to trade with India (and other eastern countries) did not have to sail their ships all around Africa.
- This was safer and faster. The Suez Canal cut the journey time between London and Mumbai by 2 weeks.
- The route was vital for Britain's trade with India as it meant that ships could take a short cut.
- Within a few years of the canal opening, around 80% of the ships using the canal were British.
- Also in the event of another rebellion in India, or problems in other British colonies in the area, the time saved by using the canal could be vital.
- Britain bought Egypt's share of the canal in 1875 but soon Egypt's government found itself in economic difficulties again.
- Britain gave money to Egypt in return for control over much of their trade, railways, post offices and ports.
- In 1882, the Egyptians rebelled against this British 'interference'.
- In one riot in Alexandria a number of British people were killed, and the British responded by ordering the navy to bomb the city.
- A few days later British soldiers entered Egypt and took over the capital Cairo and other major towns.
- This gave Britain full control of Egypt. Soldiers and ships were based there to protect the Suez Canal.
- Control of Egypt also gave Britain responsibility for Sudan.
- In 1884, a religious leader known as the Madhi led an uprising in Sudan against the British and Egyptians.
- The rebels killed the British commander, General Charles Gordon, and held out for many years.
- However, between 1896 and 1899 the British, under Lord Kitchener defeated the supporters of the Madhi. Eventually Sudan came under British control.



17. Why is Cecil Rhodes significant?

- Parts of South Africa were originally settled by Dutch migrants (Boers).
- In 1815, Britain took control of these settlements. The Boers moved inland in the Great Trek to get away from the British who threatened their language and culture. They set up two countries – the Transvaal and the Orange Free State.
- It wasn't long before **gold and diamonds** were found in South Africa.
- Cecil Rhodes made money from investing in South Africa. He set up **De Beers** diamond company which produced 90% of the world's diamonds, and is still a British-owned company.
- He was an **imperialist** and believed Britain should expand its empire.
- He believed in **social Darwinism**. He believed that some races (like the British) were stronger than others (eg. Africans) and this made it acceptable for Britain to take land off these other races.
- He also believed that Britain had a duty to 'civilise' these other races.
- As a result he wanted Britain to build an empire in Africa which stretched from north to south. He even wanted Britain to build a railway (the '**Cape to Cairo Railway**') running the full length of the continent. Part of Africa was even named **Rhodesia** after him (it's now called Zimbabwe).
- However, Rhodes was very controversial.
- He started to interfere in the Transvaal which sparked a war and many deaths.
- He pushed people (black Africans) off their lands and raised taxes. He also made it harder for black people to vote.
- However, he also left money to Oxford University to allow overseas students to study there (the **Rhodes Scholarships**) and he provided money for the University of Cape Town in South Africa.
- Some today oppose Rhodes and want statues of him removed (#Rhodesmustfall) due to his racist attitudes. However others argue that Rhodes' views on social Darwinism were widespread in the 1800s and that he shouldn't be judged by today's standards.



18. Why is the Boer War significant?

- In the 1860s, diamonds were found in Transvaal (a country owned by the Boers).
- Britain wanted this wealth so started a war in 1880-1 but lost.
- In 1886 gold was discovered on Boer Land. Cecil Rhodes opened up dozens of mines and British workers flooded into the area.
- The Boers (who were farmers, not miners) felt under threat and so refused to give the British workers rights.
- Rhodes organised a raid in 1895 to overthrow the Boer leader (the Jameson Raid) but this failed.
- Tensions were now at breaking point, leading to war in 1899.
- The Boers were amateur soldiers. However they had weapons from Germany and they stunned the highly-trained British soldiers by beating them in battle and besieging them in key towns.
- The British sent in nearly 500,000 soldiers to fight 50,000 Boers and used modern weapons such as machine guns.
- The British destroyed Boer homes and farmland (scorched earth policy), built block houses to control the land, and sent Boer men women and children to live in **concentration camps** where 28,000 died of disease due to poor conditions.
- The Boers surrendered in 1902 and Transvaal and the Orange Free State became British. They joined with other British lands (eg. Cape Colony) to form the Union of South Africa in 1910.
- The war had many consequences:
 1. The British empire grew in size and Britain became richer. Britain was able to make money from the gold, diamonds and farming land that they had taken off the Boers.
 3. Many volunteers for the British army were too unfit to fight. This exposed how bad poverty was in many British cities. Up to 30% of people were struggling to afford the very basics.
 4. This led to changes (the **Liberal Welfare Reforms**) such as free school meals, school health checks, old age pension, unemployment benefits, sickness benefits and job centres

19. What is imperial propaganda?

- The British celebrated their empire in many ways.
- The British were proud of their colonies – they genuinely believed they were making them civilised and were teaching people a new, better, Christian way of life.
- Magazines for young people told stories about heroes of the British Empire, eg. the *Boy's Own Paper*.
- Newspapers had accounts of successful battles and by the time of the Boer War these had been joined by the first film clips.
- Everyday products would promote the British Empire, but some would also show the British to be racially superior to other races.
- Children would be taught about the empire in school.
- Poems and music-hall songs celebrated the empire.
- The British Empire League helped to support the idea of imperialism (empire building) and promoted loyalty to the empire.



20. How did Britain lose its African empire?

The Impact of World War II

WWI saw the British Empire grow but Britain was economically weaker. After WWII Britain was nearly bankrupt and couldn't afford to keep control of its empire, especially as large parts of Britain needed rebuilding. Britain fought WWII to stop Germany gaining an empire. It would then appear hypocritical for Britain to keep its empire. Britain was also relying on loans from the USA and the Americans disliked the idea of empires.

Key Example 1: The Suez Crisis (1956)

- In 1952 Egypt gained its independence from Britain. In 1956 Egypt's leader Colonel Nasser took control of the Suez Canal, which had belonged to Britain.
- Britain planned to take the canal back and so organised an invasion along with Israel and France.
- In military terms this was a big military success. However, Egypt then asked the USA for help. The USA felt Britain had acted illegally and was trying to bully a smaller weaker country.
- USA told Britain to pull out of Suez. If they didn't, the USA would ask Britain for its loans back. This would be a disaster for Britain as they relied on American loans to avoid going bankrupt.
- Therefore Britain had to back down. This was a huge embarrassment and the Prime Minister Anthony Eden had to resign.
- Why does this matter?
 1. It was now clear how economically weak Britain was – they relied on American loans to avoid going bankrupt.
 2. Britain was politically weak – the USA could now tell Britain what to do.
 3. Britain was militarily weak – it could no longer get away with bullying smaller countries.
 4. The British Empire was clearly finished. Other countries now realised they could stand up to Britain, get away with it, and win their independence

Key Example 2: Gold Coast

- In 1874 during the Scramble for Africa, Britain had gained control of a colony known as The Gold Coast.
- It was a source of slaves, ivory and gold.
- Many people in Gold Coast wanted independence so in 1949 Kwame Nkrumah set up the Convention People's Party.
- **Kwame Nkrumah** was one of its leaders.
- He set up a campaign called Positive Action. This involved non-violent protests (like Gandhi did in India), protests, strikes and non-cooperation with the British.
- However, the campaign led to riots and Nkrumah ended up being arrested by the British (like Gandhi).

- Eventually he was released and in 1957 Gold Coast was given its independence and became known as Ghana.
- Nkrumah became Ghana's leader but turned into a dictator and was later kicked out of power.

Key Example 3: Kenya

- Kenya became part of the British Empire in 1895. It had fertile farmland and white British settlers set up plantations such as for coffee.
- The British built a railway (the 'Lunatic Line') that helped to develop the economy.
- However, local tribes resented their land being taken by white farmers and began to protest against British rule.
- Two groups began to protest against British rule.
- One group called the Mau Mau used violent methods in what became known as the Mau Mau Rebellion during the 1950s.
- The British responded by imprisoning suspected **Mau Mau** 'terrorists' and fighting a war against them.
- The Mau Mau Rebellion went on to last for 8 years before Kenya was finally granted independence in 1963.
- Another group was the **Kenya African Union**. This was set up in the 1940s and campaigned peacefully.
- They were led by **Jomo Kenyatta**. The British wrongly accused him of being a member of the Mau Mau and sent him to prison for 8 years.
- After the Mau Mau Rebellion ended, Britain gave Kenya its independence and Jomo Kenyatta became its first Prime Minister.

21. Why did Britain join and then leave the European Union?

- After WWII European countries started to work and trade closely to prevent another war.
- They set up an organisation called the EEC.
- However, in the 1950s Britain didn't want to join. This was because:
 1. Britain was more interested in working with the USA than Europe.
 2. Britain was still suspicious of countries like Germany after fighting them in WWII.
 3. Britain still had an empire and was more interested in trading with colonies and Commonwealth countries than with Europe.
- By the 1960s Britain's attitude changed. WWII was becoming a more distant memory. Britain's relationship with the USA also wasn't quite as close due to disagreements over the Vietnam War. Britain had lost its empire and the EEC was working well and countries in it were making plenty of money. Britain now wanted to join!
- To begin with, France wouldn't let Britain join the EEC but eventually Britain joined in 1973.
- The EEC also played a part in the Cold War as the countries in it worked together to help prevent the spread of Communism.
- In the early 1990s the EEC became the EU. A new law was passed allowing people from EU countries to freely move and live anywhere in the EU.
- At the same time the EU had expanded. When the Cold War ended, former Communist countries like Poland decided to join the EU.
- This meant that millions more people were free to move to and work in Britain.
- Europe has divided Britain into two groups: Europhiles and Eurosceptics:

The main arguments about Britain's membership of the EU	
Pro-Europeans or 'Europhiles'	Anti EU membership or 'Eurosceptics'
'Collective security' or 'safety in numbers' means that Britain is stronger as part of a larger group of people.	Membership of the EU is very expensive for Britain who pay in large amounts of money each year to support poorer members, which it never gets back.
The EU 'Single market' means that British companies can easily trade with any other member countries.	It is undemocratic – European laws over rule British laws, which mean that Britain is no longer an independent country.
Freedom of movement is a good thing - it solves labour shortages and helps tourism.	Freedom of movement is a bad thing – foreign workers undercut British workers pay, and it is more difficult to stop criminals and terrorists entering Britain.

- In 2016, 52% of British people voted to leave the EU (Brexit). This will be actually happening in 2019.

22. Why is the Falklands War significant?

- By 1982 Britain had given most of its empire its independence. Only a few tiny pieces of land remained under British control.
- One of these was the Falkland Islands where 2000 people (and many more sheep lived).
- The islands were remote and windswept but the people wanted to stay under British rule.
- However Argentina claimed the islands belonged to them (they were only 300 miles from Argentina).
- General Galtieri of Argentina also faced problems of a weak economy and high unemployment.
- He decided that invading the Falkland Islands would boost his popularity.
- In 1982 Argentina invaded and quickly defeated the small unit of British soldiers.
- The British Prime Minister Margaret Thatcher was furious and sent ships and soldiers to retake the islands.
- After a short war Britain defeated Argentina. 750 Argentinians and 255 British soldiers died. Britain lost 6 ships whilst Argentina lost the one of its largest ships, the General Belgrano. The war cost Britain £2.5 billion.
- The war had a number of consequences:
 1. Many people in Britain and around the world felt that it had been fading as a world power. After 1982 Britain was taken more seriously.
 2. Mrs Thatcher was a hard line decisive prime minister which had made her unpopular with many people. However after 1982 her popularity dramatically improved and she easily won the next general election.
 3. Patriotic feeling increased. Most of the UK population supported the war and felt proud of their country again.
 4. US president Ronald Reagan could not help Britain directly, but admired Thatcher's response and offered indirect help. Britain's relationship with the USA was strengthened. The American press even ran headlines like 'The Empire Strikes Back'.
- But...was this Britain showing it was really a world power or a last desperate attempt to cling on to past glories?



Migration

Topic	Who migrated and when?	Why did people migrate?	What challenges did they face?	What impact did they have?
Why did the Vikings migrate to Britain?	Vikings, to Britain , 700s-1000s	Economic reasons. Scandinavia was overcrowded and much of the farming land was of low quality. Lots of good farming land in England. Chance to make money eg. by taking gold and capturing slaves from monasteries like Lindisfarne.	Opposition from the English. Alfred the Great defeated Vikings at Edington and made them agree to the Danelaw.	Introduced new words – eg. days of the week (Friday) and words like egg, bread, muck. New place names were introduced, eg. Derby, Grimsby. Cultural differences in the north – some historians argue that Danelaw led to the 'North-South Divide' developing. Improved farming methods.
Why did the Normans migrate to Britain?	Normans, to Britain , 1066	Economic reasons/war and violence. William Duke of Normandy conquered England after winning the Battle of Hastings in 1066. Many Normans migrated with him.	Opposition from the English – eg. in the Battle of Hastings.	Introduced French words to the English language such as beef, pork. Built the first castles in England (Motte and Bailey castles). Introduced the Feudal System. Brought the first Jewish people to England to help develop the economy.
Why did people migrate to America?	British, from Britain , 1600s-1700s	Economic reasons Lots of cheap land. Chance to set up plantations growing tobacco/cotton to make money. Religious persecution Pilgrim Fathers were Puritans. Persecuted due to extreme beliefs. Left Britain to be free to worship how they wished. They set up the settlement of New Plymouth. Catholics who faced persecution in England moved to America and set up the colony of Maryland.	Conflict with Native Americans, eg. Powhatan War. Struggled to produce food and faced new diseases. Many of the Pilgrim Fathers failed to survive their first winter in America.	Caused the number of Native Americans to halve. Developed the economy – set up plantations, which then led to slavery being introduced. The Pilgrim Fathers traded with other colonies and caught fish to survive, though they did need help from local tribes to survive to begin with. They created religious and democratic rules. These played a part in shaping the new American identity.
Why did the Huguenots migrate to Britain?	French, to Britain , 1500s/1600s	Religious persecution/violence. Huguenots were French Protestants. France was Catholic and this led to violent attacks – eg. St Bartholomew's Day Massacre in 1572 where 3000 Huguenots were killed in Paris. Persecution eased in 1598 when a law called the Edict of Nantes gave Huguenots some protection. 1685 – Edict of Nantes removed. Huguenots lost protection and had to become Catholic or leave France. This led to more moving to Britain.	Spoke French so treated with suspicion. Accused of taking jobs. Changed surnames to English to fit in (assimilate) eg. the surname Blanc was changed to White.	Positive economic impact. Developed industries like glass making, watch making, bookbinding. As an example, Britain had needed to import much of its paper from France before the 1500s, but by the 1700s had over 200 paper mills of its own run by Huguenots and was largely self-sufficient in paper. In 1790 silk weaving was introduced into Macclesfield by Huguenot weavers who taught the new skills on looms. This then spread to Congleton.

<p>What were the Ulster Plantations and the Highland Clearances?</p>	<p>English Scottish, from/with n Britain, 1600s.</p> <p>Scottish, from/with n Britain, 1700s.</p>	<p>Ulster Plantations - economic reasons/government actions. Ulster = Northern Ireland. In 1600s, Ireland was poor – limited trade with Britain. Under James I, English/Scottish Protestants moved to Ulster. Took land off Irish and developed towns like Londonderry.</p> <p>Highlanders - war and violence/economic reasons Highlands was poor farming land (crofts). Highlanders were mainly Catholics. Some supported the Jacobites who had rebelled against England in 1745.</p> <p>English landowners forced Highlanders off their land and replaced them with sheep farms to make more money. 1792 was known as the ‘year of the sheep’ as so many were introduced to Scotland.</p>	<p>The English and Scottish migrants had a different language, culture and religion. The native Catholic Irish resented the new migrants taking their land.</p> <p>This led to high levels of tension. This was a cause of the Irish Rebellion of 1641 where around 12,000 Protestant settlers were killed.</p> <p>Highlands – Some Scottish chiefs and clans were eliminated. Laws were made making life hard for remaining Highlanders. Evictions became common – with as many as 2,000 a day forced off their land.</p>	<p>Short Term The English built plantation towns e.g. Londonderry. They introduced English farming methods which helped to develop the economy.</p> <p>Long Term The Irish Catholic population built up a hatred of the English so became Republicans. The English settlers were known as Loyalists.</p> <p>This led to violence between Republicans and Loyalists (including ‘The Troubles’ from the 1960s onwards).</p> <p>Highlands - Thousands of Scottish emigrated to Canada, America and England. Others moved to Scottish cities – Dundee, Edinburgh and Glasgow. Glasgow’s population grew from 30,000 in 1770 to 1 million by 1901.</p> <p>This was known as a <i>diaspora</i>. This diaspora meant the destination countries benefited from the Scottish – who helped to build roads, railways and other building schemes.</p> <p>Many argue the Scottish helped the British empire to properly expand.</p>
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Topic	Who migrated and when?	Why did people migrate?	What challenges did they face?	What impact did they have?
<p>Why did the Irish and Russian Jews migrate to Britain?</p>	<p>Irish, to Britain, 1840s Russians, to Britain, 1880s</p>	<p>Irish - Economic reasons Many Irish were poor farmers. Potato blight led to Irish Potato Famine in 1840s – around 1 million died. Also, lots of jobs were available in Britain due to Industrial Revolution. It's worth noting that many Irish also migrated to America in search of a better life.</p> <p>Russian Jews - Religious persecution/war and violence Jews had wrongly been blamed for the assassination of the Russian emperor Tsar Alexander II in 1881. From 1882 the anti-Semitic May Laws were introduced.</p> <p>One of these laws banned Jews from opening their businesses on Sundays or Christian holy days (the Jewish holy day is a Saturday).</p> <p>Religious attacks, called pogroms, were common too. In 1903 a pogrom in Kishinev left 49 Jews dead, 500 injured and hundreds of homes and businesses destroyed.</p>	<p>Irish There were some localised religious problems as the catholic Irish clashed with the protestant English/Scots.</p> <p>The Irish lived in the poorest quality accommodation and were often unjustly accused of bringing crime and disease with them, and undercutting local workers pay.</p> <p>There were some religious tensions as the Irish were Catholic but England was Protestant. The Irish were blamed for drunkenness and crime.</p> <p>Jews – Many spoke no English and ended up living in overcrowded disease-ridden conditions.</p> <p>As more Jews arrived, hostility towards them grew, because they were accused of taking jobs from British workers.</p> <p>Growing opposition meant that in 1905 the first Aliens Act was passed by parliament, limiting the number of Jewish immigrants.</p>	<p>Irish - worked as navvies building railways and canals so had a positive economic impact. They also worked in coal mines and cotton mills. Large Irish communities developed in port cities like Liverpool and Glasgow.</p> <p>Jews - Positive economic impact. Developed businesses like Tesco and Marks and Spencers. Worked in trades like shoemakers.</p>

<p>Why did people migrate from and within Britain in the 1800s?</p>	<p>British, from Britain, 1700s/1800s. British, within Britain, 1800s.</p>	<p>Australia - government actions - Prisoners were sent from England to serve a sentence in Australia. They had to work to build the colony. This had a positive economic impact as it helped to develop sheep farming and gold mining. Empire Migration – workers moved from one part of the empire to the other as indentured servants. Eg. Indians moved to Uganda to build the Lunatic Line. Cheshire-USA Migration – economic reasons - people moved from Congleton/Macclesfield to New Jersey when silk mills closed in the 1860s. Rural-Urban Migration - economic reasons - New farm machines meant that fewer workers were needed in the countryside. Lots of jobs were available in industrial cities, eg. working in cotton mills in Manchester. Workers often ended up living in crowded slums. Cornish Tin Miners – economic reasons - moved to work as coal miners in the north of England when tin mines in Cornwall closed.</p>		
<p>Why did people migrate to Britain from the Caribbean?</p>	<p>West Indians, to Britain, after WWII</p>	<p>Economic reasons (and also government actions) High unemployment in the Caribbean after WWII (eg. due to sugar prices being low). Also much damage was done by a hurricane in 1944. Britain had many job vacancies as the country rebuilt after WWII, eg. in the NHS or public transport. The British Nationality Act allowed anyone from a Commonwealth country to migrate to Britain. Many in the Caribbean saw Britain as the ‘mother country’ and some had fought for Britain in WWII so they thought they would be made welcome.</p>	<p>Racism – migrants often ended up being turned away from accommodation due to their skin colour. They ended up living in poor accommodation (even old air raid shelters). Caribbean migrants in London faced racist attacks from gangs of racist white youths (Teddy Boys). This led to growing tension and eventually rioting. The most serious race riot occurred in Notting Hill, London in 1958. In 1962 the British government changed the British Nationality Act and set a limit on the number of immigrants allowed in each year.</p>	<p>Positive economic impact. Did key jobs like nursing. Positive cultural impact. Led to new foods (jerk chicken) and music (reggae) becoming popular. Claudia Jones set up the first black British weekly newspaper, the West Indian Gazette. This developed a sense of identity for Black British people. She set up the Notting Hill Carnival to promote the culture of the Caribbean and encourage understanding between communities. This is now a major event attended by 1 million people each year.</p>
<p>Why did people migrate to Britain after WWII?</p>	<p>German Jews, to Britain, 1930s. Ugandans, Vietnamese, Indians, to Britain, after WWII.</p>	<p>German Jews (1930s) – fled religious persecution in Nazi Germany. Jews faced laws like not being allowed to marry non-Jews and having to wear yellow badges. This persecution turned violent – 91 Jews were murdered and 7500 Jewish shops were vandalised On Kristallnacht in 1938. 10,000 Children moved to Britain on Kindertransport. India/Pakistan – moved due to government policy (British Nationality Act). Many moved to escape violent persecution between Hindus and Muslims after India was split into India and Pakistan (partition). Ugandan Asians (1970s) – Idi Amin claimed God told him to expel Asians from Uganda. Many left, fearing violence. 26,000 moved to Britain and were mostly welcomed. Many set up businesses. However, some people joined protests against the Ugandan Asians and argued that too many people were moving to Britain. Vietnamese (1970s) - left South Vietnam after it fell to Communism. Boat People moved to Hong Kong then Britain.</p>		

Why do people migrate to Britain in the C21?	Poles, to Britain, 2000s. Ukraine/Iraq/Syria/Afghanistan, to Britain, 2000s.	Poles - Government actions/economic reasons EU has freedom of movement. When Poland joined the EU, Poles could move to Britain. Wages were low in Poland but much higher in Britain. Britain had shortages of some jobs eg. plumbers or fruit/veg pickers. Ukrainians/Syrians/Iraqis/Afghans – escaping from war and violence . 174,000 Ukrainians moved to Britain to escape Putin’s invasion of their country.	Opposition from some British people – accused of ‘taking people’s jobs’. Language difficulties. Some felt it placed a big pressure on education and health services.	Led to quick change of population in communities like Peterborough. Had a positive impact – did jobs many British people didn’t want to do. Led to greater cultural diversity – eg. Polish shops set up. people didn’t want to do.
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What examples can you use for 16-mark essays?

16-Mark Question Evidence Sheet

Theme	Britain building empires	Britain losing empires
Economic (money/land/resources)	India - resources such as cotton, spices, gemstones South Africa – gold, diamonds, farming land Egypt – control of Suez Canal Angevin Empire – wine from Gascony North Sea Empire - trade America - plantations growing tobacco and cotton	America – taxes led to the Boston Tea Party. India – tax on salt led to Salt Marches. India/Africa – Britain couldn’t afford to keep empire after WW1/WW2.
War/violence	India – Bengal captured after the Battle of Plassey Boer War – led to Transvaal/Orange Free State being captured Falklands War – islands retaken from Argentina Powhatan War – led to land being taken in America	Angevin Empire – lost in war with France Gascony – lost due to Hundred Years War America – lost due to American War of Independence India/Africa – lost due to Britain being weaker after WWII
Religion	Scramble for Africa – land taken to help spread Christianity America – colonies set up for religious freedom eg. Pilgrim Fathers	
Key individuals	Henry II – develop the Angevin Empire Walter Raleigh – set up the first English colonies in America Robert Clive – expanded the British Empire in India Cecil Rhodes – added Rhodesia to the British Empire	Angevin Empire – John America – George Washington India – Gandhi Kenya – Jomo Kenyatta Gold Coast – Kwame Nkrumah
Government actions	America – Elizabeth I gave permission for colonies to be created. Egypt – government bought the Suez Canal.	
Ideas and beliefs	Africa – colonies taken due to Social Darwinism Africa – imperialism and imperial propaganda	India/Africa – imperialism became unpopular after WWII.
Science and technology	Vikings – longships allowed development of empires Africa – British had machine guns, making conquest easier Egypt – Suez Canal (engineering achievement) led to Britain taking Egypt	

16-Mark Question Evidence Sheet

Theme	Migration from Britain	Migration to Britain	Migration within Britain
Economic (money/land/resources)	Highland Clearances – people replaced with sheep Africa e.g. Cecil Rhodes – diamonds, America – cotton/tobacco plantations EU – freedom of movement India – nabobs like Robert Clive made fortunes	Vikings – wanted gold/farming land Irish in 1840s – escaped Potato Famine Polish in 2000s – jobs/better wages Caribbean/Commonwealth – jobs/escaping poverty	Ulster Plantations – farms in Ireland Rural-Urban Migration in 1800s Irish – escaping Potato Famine Highland Clearances Cornish Tin Miners
War/violence	Highland Clearances – Highlanders moved to Canada to escape violence. America – people fled from Civil War in 1640s	Huguenots – St Bartholomew’s Day Massacre Normans – won Battle of Hastings Syria/Iraq/Afghanistan/Ukraine Russian Jews – escaping from pogroms German Jews – escaping Nazi persecution	Highland Clearances – migrants moved to cities escape violent attacks.
Religion/beliefs	The Pilgrim Fathers – wanted freedom to be Puritans. Highland Clearances – Scots made to move due to Catholic beliefs Edward I expelled all of the Jews from Britain Africa – Missionaries migrated to spread Christianity.	Huguenots – persecuted as they were Protestants. Jewish Migration – Jews left Russia/Germany due to religious persecution	Highland Clearances – moved to cities – persecuted due partly to beliefs. Ulster plantations – Irish moved off their land due to being Catholic.
Key individuals		Hitler – Led the Nazis whose ideas led to Jews migrating. Idi Amin - Uganda	
Government actions	Australia – criminals sent to colonies Edward I expelled the Jews	Idi Amin – Ugandan Asians Russian Jews – faced tough laws Huguenots – government revoked Edict of Nantes	Edward I built new towns in Wales like Conwy and encouraged English people to migrate there.