

HISTORY

Everything Else Tomorrow

NOW

Holocaust Edition

- ❖ Legacy of Holocaust
- ❖ Further Resources
- ❖ Nazi Rule - Children
- ❖ Nazi Rule - Adults

History Extra...

- ❖ Ukraine & Russia
- ❖ Literature & Witchcraft
- ❖ Mongol Expansion
- ❖ Year 8 Debates
- ❖ The 'Dark Ages'

Creativity & Fun...

- ❖ Operation Anthropoid
- ❖ Rahman's Revision
- ❖ Mr Voisey's Meme Competition

Free
Online

-

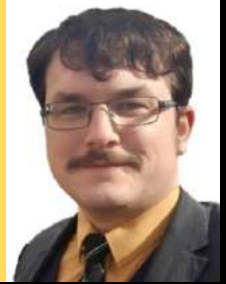
Issue 5
Jan. - Feb.
2022

Cover Art by Anja
Rogers (Year 10)



This fifth (Holocaust Memorial) issue is testament to Miss Stevens and the Year 10 Enrichment Team, whose hard work and fab contributions you will see featured throughout. I am also delighted to introduce you to the new student editorial team. Enjoy reading!

Mr J. Brace – Staff Editor



Hi! My name is Lucy and I am the new Student Editor! I am very excited to get to take part in producing this magazine and I hope everyone will enjoy reading and hopefully gain some new piece of history trivia from this edition. I hope that everyone finds something that they are interested in within these issues: we have everything from informative and serious articles to amazing student creativity included.

For a bit more information about me, my favourite sections of history to study are the World Wars and Nazi Germany because I think understanding them helps prevent such harrowing tragedies in future.

This issue's primary focus is on the Holocaust – a very tragic mass genocide – which is an important event to remember and reflect on to help prevent similar campaigns in future.

Lucy Walker – Student Editor

Hi, my name is Josh. As the new Deputy Editor along with Eleri and Lucy, our aim is to give a fun but educative magazine that will help students to understand the importance of history and how it links into our daily lives. Thanks to the help of the Y10 Enrichment Team. I am looking forward to working in this new role.

Joshua Owusu – Deputy Editor

Hi, I'm Eleri, and I am a new Deputy Editor alongside Josh and Lucy. I would like to help students gain a better understanding of historical events, whilst still being entertaining to a wide audience. I am very excited to be working in this role and to be making contributions in this way.

Eleri Owen – Deputy Editor

History Now

Issue 5

∞ Contents ∞

Holocaust Memorial Edition

Legacy of the Holocaust

3

Further Resources

5

How Nazi rule affected children

7

How Nazi rule affected adults

9

History Extra

History News

10

Into the Ukrainian Borders

11

Impact of Literature on Witchcraft

12

Mongol Early Expansion

15

Debate: Australia vs West Indies

18

Why was slavery abolished in 1833?

20

The 'Dark Ages'

21

Creativity & Fun

Operation Anthropoid

25

Year 8 History Revision

26

Mr Voisey's Meme Competition

27

Wordsearch

28

[Image by Luke Mabin (Year 10)]

While we remember the Holocaust in January, **February is LGBTQ+ History Month.**

If you are interested in finding out more – check out the **new display in Green Block and/ or our Issue 2 (Diversity Edition).**



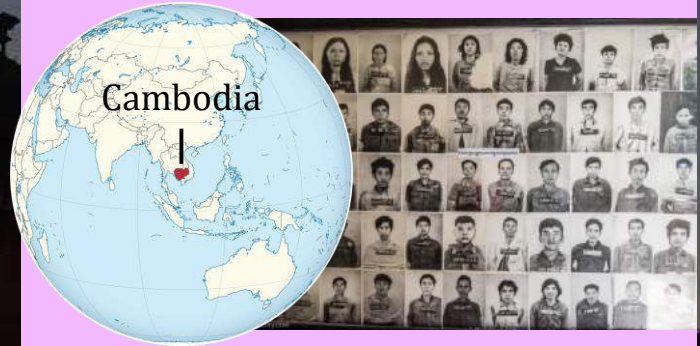
Holocaust Memorial Day: The Legacy of Genocide?

By Eleri Owen (Year 10)

During the German Nazi regime between 1933 and 1945, the persecution of minorities was substantial; Jewish people, the Romani, the disabled, homosexuals, and many other groups were targeted. The Holocaust, also known as the Shoah, was a genocide (systematic murder) of primarily European Jews, resulting in 6 million deaths. Holocaust Memorial Day, observed annually on 27th January, is a time to remember these events, along with other acts of genocide that have followed.

The effects of the Holocaust itself were catastrophic to the Jewish community - both physically and psychologically. Due to lingering anti-Semitism (hatred of Jews), many Holocaust survivors feared for their lives if they were to return home. Therefore, many were displaced and emigrated to other countries: Palestine, America and German displacement camps were common for Jewish immigration. In May 1948, the State of Israel was formed to house post-war refugees. Additionally, Holocaust survivors reportedly are more

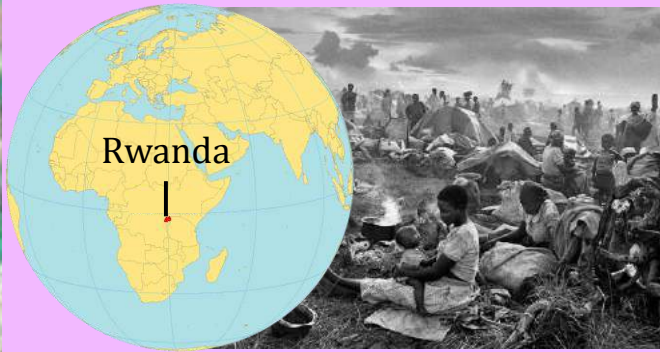
more likely to have mental health issues resulting from PTSD.



Between 1975-79, the Khmer Rouge (members of the communist party of Kampuchea), led by Pol Pot, systematically persecuted Cambodians through their policies. Labour camps formed in the countryside were used for forced labour and mass execution, and people living in cities were forced out of their homes. Many also died of disease, starvation and overwork.

As a result of the Cambodian genocide, the illiteracy rates rose to almost 40%; this is because there was a large shortage of teachers and educated people, for these groups were often targeted during mass killings. Also, poverty is a large issue in Cambodia due to the ongoing corruption after the genocide. However, general poverty rates have decreased from 50% to 35% from the 1990s to

to the 2000s - a hopeful future is apparent.



The Rwandan genocide, which entailed the deaths of 800,000 people, happened in 1994 over 100 days. The primary target of these mass killings was the Tutsi minority in the country, but moderate Hutus were also killed. Hutu extremists were able to do this through circulating propaganda and encouraging (and often paying) violence against Tutsis. The government also contributed by turning their youth wing - the Interahamwe - into a militia; they are now active in the DR of Congo and Uganda.

Like in other genocides, the survivors were devastated. Families and communities alike were destroyed. Many fled the country (including the perpetrators) and were displaced. However, Rwanda has been very effective at recovering economically, restoring the services and opportunities that existed before 1994. This has led to rapid economic growth and redevelopment.

Overall, genocide causes many detrimental effects to people, communities, economies, and political relations. We remember to learn from these events and how they happened to identify and prevent them in future. You can learn more about genocide through the HMD website or the United States Holocaust Memorial Museum website.

"There may be times when we are powerless to prevent injustice, but there must never be a time when we fail to protest"
- Elie Wiesel (Holocaust survivor)

"I once spoke to someone who had survived the genocide in Rwanda, and she said to me that there was now nobody left on the face of the earth, either friend or relative, who knew who she was."

- Christopher Hitchens (journalist)

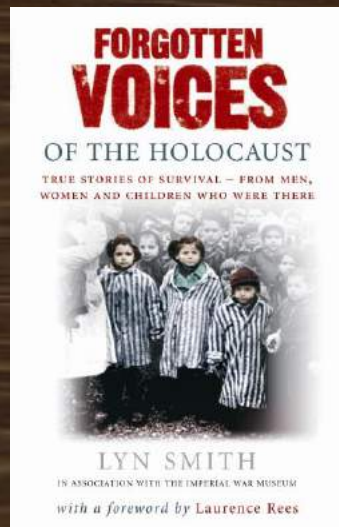
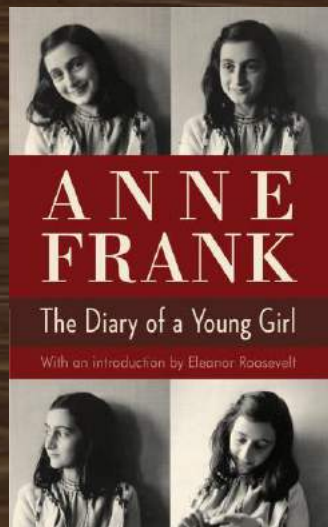
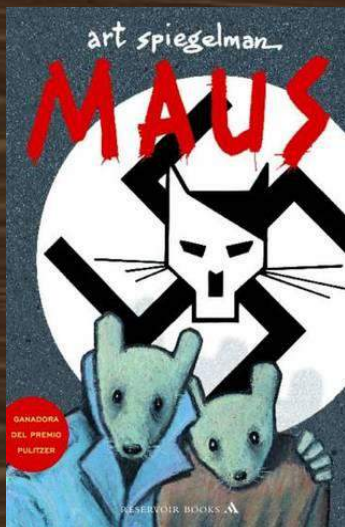
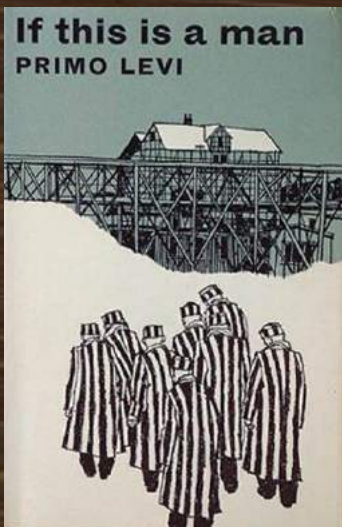


HOLOCAUST
MEMORIAL
DAY TRUST

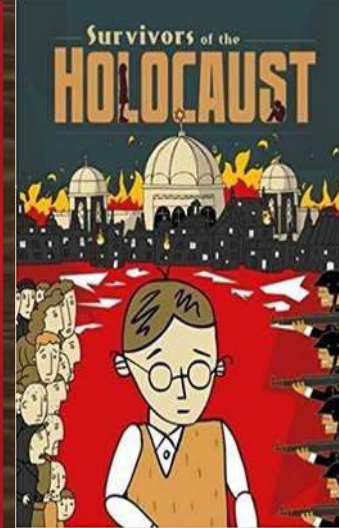
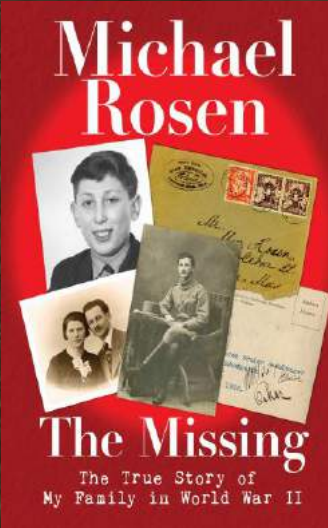
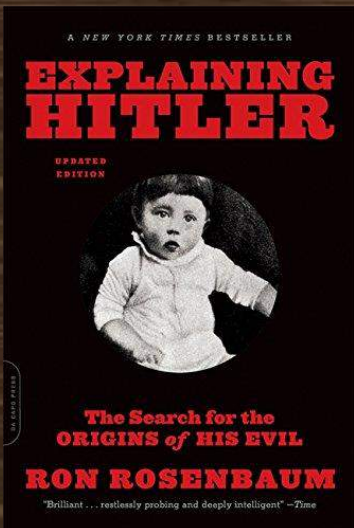
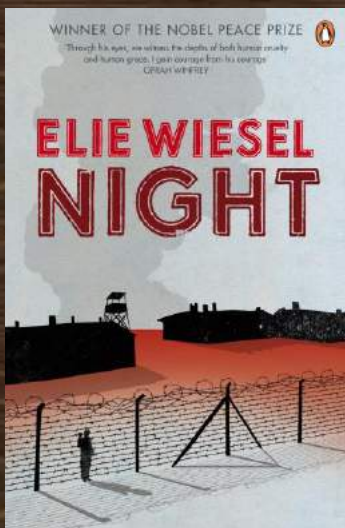
Want to find out more?
As Eleri said, the HMD page is a good start point:
<https://www.hmd.org.uk/>



Interested in finding out more? Check-out the Learning Resource Centre's collection on the Holocaust & modern genocide (above).



Some reading recommendations





Other Resources



BBC iPlayer

RISE OF THE NAZIS



History

Rise of the Nazis

1/3 From the fringes to the heart of government

MY FAMILY,
THE HOLOCAUST
AND ME



History

My Family, the Holocaust and Me

Bearing witness to the past

FINAL ACCOUNT



Documentary Film

Storyville

Final Account



Film - Drama

The Boy in the Striped Pyjamas

UNITED STATES MEMORIAL HOLOCAUST MUSEUM

Learn About
THE HOLOCAUST

<https://www.ushmm.org/>



HOLOCAUST
MEMORIAL
DAY TRUST

<https://www.hmd.org.uk/>

'10 Stages of Genocide' -

<https://www.youtube.com/watch?v=Ho4hxuvX3Ro>

יד ושם
YAD VASHEM
THE WORLD HOLOCAUST
REMEMBRANCE CENTER

<https://www.yadvashem.org/>

DOCUMENTS FROM THE WIENER HOLOCAUST LIBRARY

Refugee Map <https://www.refugeemap.org/>

THE NATIONAL ARCHIVES

'Neuengamme: "Among the worst of the concentration camps in Germany"' [blog](#) by Dr Juliette Desplat (Jan. 2022)



On Demand



Auschwitz Untold: In Colour

CAUTION:

This is a sensitive and upsetting topic, not all content will be suitable for everyone.

The Indoctrination of the Youth in Nazi Germany

By JC B., David D., Daniel H. & Caleb W. (Year 10)

Sometimes it is hard to imagine how ordinary people, just like you or me, could become someone as despicable as one who advocates for Nazi ideals. But, to understand how this level of indoctrination happens, we have to start, well, at the start, of life.

The Nazis, despite their ineptitude at war, were incredibly skilled in the art of indoctrination and radicalisation. This process was terribly efficient against young people, who are, as always, the easiest to change and warp to agree with you (hence why your teachers can't tell you their political ideals). Indoctrination methods that the Nazis used, e.g., constant Nazi propaganda in things such as radio, tv, films, etc (known as gleichschaltung), forced Nazi ideals into all areas of life.

The Nazis wanted to create the 1000-year Reich, not necessarily setting up their own leadership to be strong, but to make sure their actions would set the foundations for years to come. To make the 'foundations' as strong as possible, they needed to make sure the people would sustain



those foundations in future, they needed to apply a similar ruleset to many groups for varying reasons. Get them while their young, and they'll never forget you.

It is surprisingly easy to make a huge change to children and young people with changes to their everyday life. After the war, Germany underwent a massive 'de-Nazification' process, trying to change the opinions and knowledge of millions who had been brought up eating Nazi propaganda for breakfast, lunch and dinner. Changes in education under Nazi Germany made sure that all young people would accept Nazi policies of extreme racism against many people, such as the Jewish peoples.

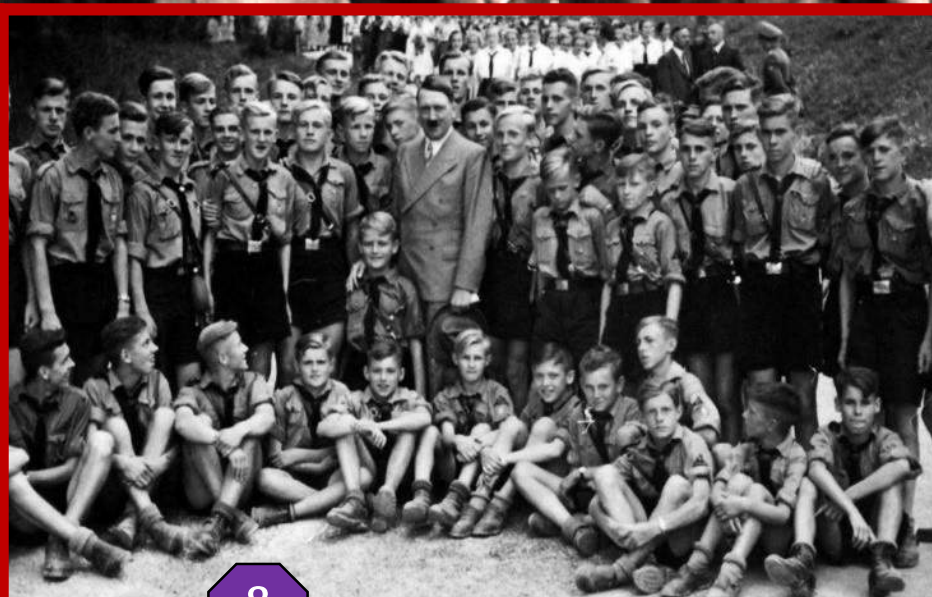


For example, subjects like Eugenics and Race Studies were implemented into the curriculum, teaching people from a very early age that Aryans were the master race, and Jews were inherently worth less than you. The plan was that these deeply indoctrinated children would one day run the country and finish the job the Nazis started. This education also helped in weeding out non-supporters of the Nazi Party, systematically changing the minds of their children, knowing they will never

forget, and hopefully rat out their parents.

But these groups also had to be fun, because if it wasn't fun, who would turn up? and who would become a keen little Nazi? Or, you just had to make it mandatory, which the Nazis also did in 1939. But the Hitler Youth was also fun, members would go on hikes, take part in activities, beat up and harass Jewish people, the usual. Groups like the Hitler Youth work hand in hand with changes in education. School taught you that you were better than everyone else because you were Aryan, and that Jewish people were sub-human and didn't deserve to be on this earth, and the Hitler Youth taught you how to shoot.

A clever combination, that targeted the whole family.



How Adults were Affected during the Nazi Reign

By Thomas E., Alfie M., Zach N. & Liam H. (Year 10)

Adults were much affected during the Nazi reign, they even had to worry about their kids or friends telling on them and getting sent to the concentration camps.

They became indoctrinated due to **propaganda**, they also had to get "jobs" through the Reich Labour Service (RAD) - which didn't pay well at all. Strength Through Joy (KdF) was a miserable failure due to lies about the vehicles and other rewards. Also, adults' diets had changed between 1929 to 1937: they ate more meat than fruit and eggs, so that Germany could be an independent country.

Propaganda for Women

Propaganda promoted family and motherhood. There were marriage loans (1933), if you had kids repayments would be less. From 1938, medals for having children. Divorce laws (1938), if you didn't have a child with a woman you could divorce her.

[*Honour Cross of the German Mother*]

- Gold = 8 kids (right)
- Silver = 6 kids
- Bronze = 4 kids



Control of Teachers

Teachers had to swear an Oath of Loyalty to Hitler otherwise they could get sacked, and they were forced to join the Nazi's teachers league. The classroom was decorated with Nazi ideologies. Teachers were rewarded for following Nazi ideas. So, teachers had to teach children only Nazi ideology and make them salute, so they helped enable Gleichschaltung - the process of aligning (Nazification) of all areas of German society to Nazi ideals and control.



'Help Hitler build. Buy German goods' (c.1935 poster)

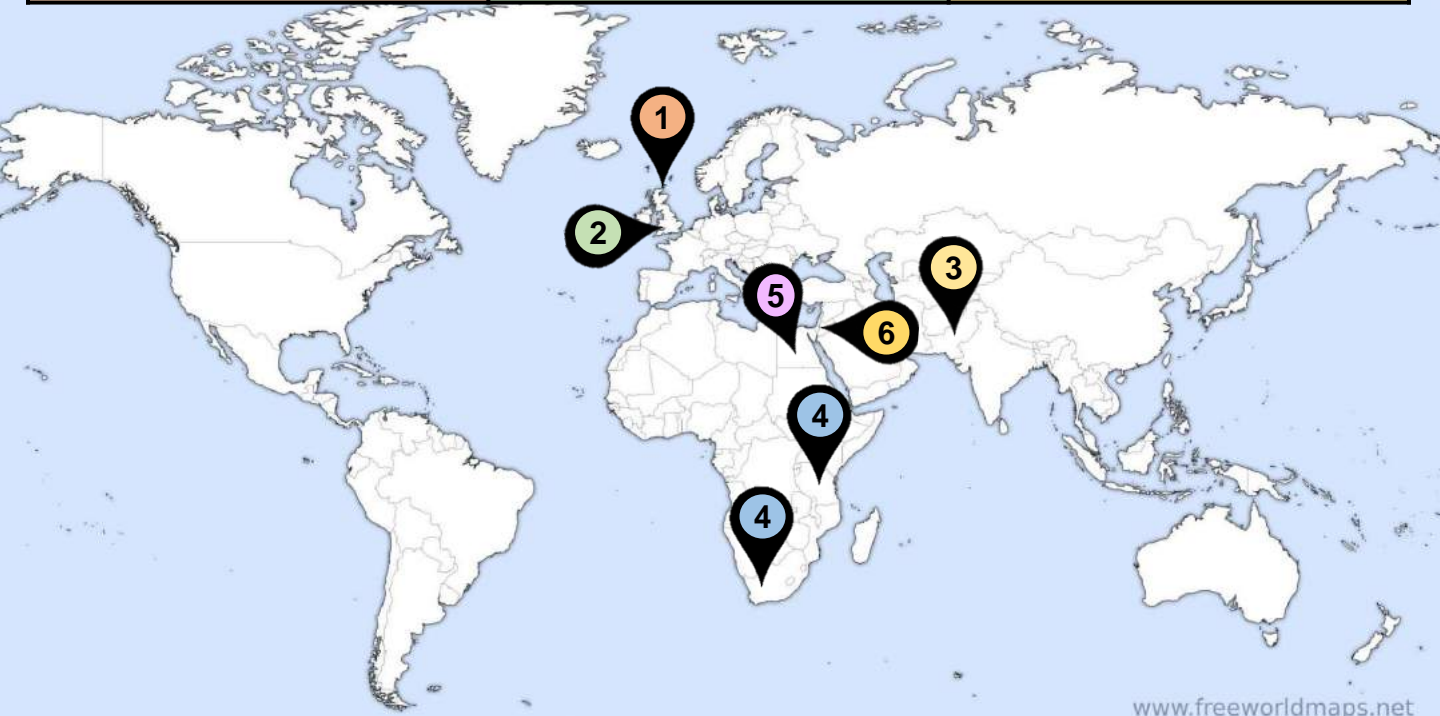
Propaganda = information, especially of a biased or misleading nature, used to promote a political cause or point of view.

History in the News

(1.) Many Neolithic (New Stone Age) tools, homes, items and monuments found on Orkney Islands, date from 3300 B.C.E. [[Guardian](#) – 15-02-2022]

(2.) Decapitated skeletons discovered near Aylesbury. The Roman cemetery had skeletons, coins, brooches, spoons & tableware found. [[BBC News](#) – 05/02/2022]

(3.) 2,000 year old Buddhist Temple and items, found in Barikot, Pakistan, show the area's C2nd-3rd cultural and commercial importance. [[Smithsonian](#) – 15-02-2022]



www.freeworldmaps.net

(4.) Study of 50,000 year old beads (made from ostrich eggshells) found in East and Southern Africa, suggest an early fashion trend that spread across 1,800 miles. [[Smithsonian](#) – 14-02-2022]

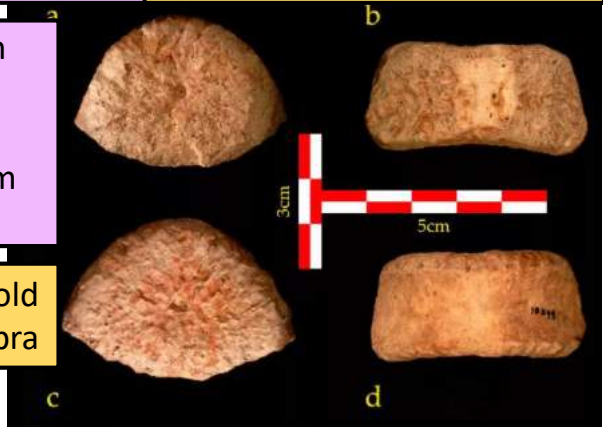
(5.) Astronauts take photo of the heart-shaped oasis. Used for 8,000 years, and expanded by the Ancient Egyptian “engineering kings” Amenemhat I – III. [[Live Science](#) – 14/02/2022]

(6.) A 1.5 million year old vertebra (part of the spine) suggests early humans may have spread from Africa (1.6m years) earlier than we previously thought. [[Live Science](#) – 11-02-2022]



Photographed in time for Valentine’s Day, this is the Faiyum Oasis in Egypt.

1.5m year old vertebra



Into the Ukrainian Borders

By Bobby Emsley-Daniels & James Sargeant (Year 10)

'Russia has amassed an estimated 100,000 troops, tanks, artillery and missiles near its borders with Ukraine.'

To us and the rest of the world this suggests Russia is ready to invade Ukraine and maybe start a big world conflict.

'But President Vladimir Putin denies he is planning an attack.' The problem is how can Ukraine and the rest of the world in this instant be so sure to drop their guard. US President Joe Biden has warned there is a "distinct possibility" of Russia invading Ukraine within the next month.

Ukraine officially declared itself an independent country on the 24th of August 1991. When the communist supreme soviet (parliament) of Ukraine proclaimed that Ukraine would no



longer follow the laws of the USSR and only the laws of Ukrainian USSR, de facto declaring Ukraine's independence from the Soviet Union. After WW2 the western part of Ukraine merged into the Ukrainian Soviet Socialist Republic and the whole country became a part of the Soviet Union.

There is tension between Russia and Ukraine because Russia wants Ukraine to be part of Russia again but Ukraine wants to join NATO which is the European Union and Russia/Putin does not want this to happen.



[Celebrations in Kiev, 24-08-1991]

Impacts of Literature on Society's Witchcraft Beliefs

By JC Beronilla (Year 10)

Witch hunts throughout history have been very well-documented in great detail; but the literature that set precedent for these aberrations of human nature is less well known. I endeavour to contextualise a rarely discussed fragment of history that encompasses the literary ideas behind witch hunts and their mortifying results.

Part 1 – *The Malleus*

To begin discussing the impetus for the witch hunts, we must talk about witchcraft's most seminal work: *The Malleus Maleficarum*. *The Malleus*, also known as the Hammer of Witches, was a book written by Dominican friars Heinrich Kraemer and Johann Spenger. The book discusses, at length, the reasoning behind the need to prosecute witches, taking heed a quote from Exodus 22:18 "You shall not permit a sorceress to live." But that is not the main reason for its historical and cultural significance as its main influence is the perpetuation of societal misogyny and the terrifying demonstration of this through violence. This requires some meta-textual context to explain:



Part 2 – Helena Scheuberin

In 1485, Kraemer was a visitor to the city of Innsbruck, Austria, in which, he met adversity by a woman named Helena Scheuberin who took a disliking towards Kraemer due to his biased beliefs on women, which he described in his sermons. She began to decry Kraemer for his misogynistic views, becoming very vocal about her dislike of the friar. Kraemer decided to take Schuberin and 6 other women to court; although it was not for their outspoken thoughts on his teachings, but for the murder of a noble knight. He accused them of sorcery and witchcraft, giving not any reason for the motivation behind why they would have done so. In seeing the unfounded argument, the women were acquitted by the bishop who presided over the proceedings. And yet, dissatisfied with this, Kraemer began...

...conducting his own investigations on Scheuberin to prove his “theory” of malicious sorcery. Due to his newfound obsession with stalking women, he was expelled by the bishop who believed him to be insane.

Defeated, Kraemer returned to Cologne and published, 2 years later, the Hammer of Witches: *the Malleus*. This treatise let loose Kraemer’s disdain where he states that witches had “strong personalities and were known to defy convention by overstepping the lines of proper female decorum.” Even the title “Maleficarum” explicitly denotes the feminine term for witch in Latin “maleficarus.” He also accuses witches of infanticide, cannibalism, and the ability to steal a man’s penis.

Part 3 - Consequences

Although his spreading these ideas were originally unfruitful in his region, Kraemer later gained what was known as a “papal bull” in which Pope Innocent VIII acknowledged the existence sorcerers who did the bidding of Satan. This Papal mandate gave Kraemer free reign to become a prominent witch hunter and leading figure in the torture and execution of several women and men whom he called witches.

Unfortunately, his methods did become widely commonplace such as the use of torture methods like the strappado in which Kraemer details greatly: “And when the implements of torture have been prepared, the judge, both in person and through other good men zealous in the faith, tries to persuade the prisoner to confess the truth freely; but, if he will not confess, he bid attendants make the prisoner fast to the strappado or some other implement of torture. The attendants obey forthwith, yet with feigned agitation. Then, at the prayer of some of those present, the prisoner is loosed again and is taken aside and once more persuaded to confess, being led to believe that he will in that case not be put to death.” All of which as in order to force a confession. In addition, Kraemer also suggests many popular execution methods one may be familiar with such as burning at the stake and the ducking stool.



Conclusion

The Malleus, the seminal treatise, has been instrumental in the torture and murder of many innocents, considered outsiders to society. It labels women who choose to speak out against a rigged system as people subdued by Satan due to their so-called inherent weakness. It condemns them to an unjustified and painful death of only sorrowful spite it can beget. It has resulted in the death of between 500 and 1000 people, 90 percent of whom were women, in England alone due to the work that proceeded *the Malleus* there: *Daemonologie*. This

shows the impact that literature and writing can have on the beliefs and culture of a society that permeates into all matters of life and thinking, like in those biases that have been so ingrained that we consider them to be the truth.



Want to learn more?
Check-out Niamh Rogers' article in our previous Issue 4, on the Salem Witch Trials.

MANY CONGRATULATIONS to our HISTORY STUDENTS OF TERM 3:

Year 10 = Olivia Vasquez-Doran & Caleb Watt

Year 9 = Josephine Adekunle & Tom Watkins

Year 8 = Isla Rrucaj & Joshua Tandy

Year 7 =

Michal Hawrylo & Annabel Whinton-Brown

Mongol Early Expansion

By Abdelrahaman M., Milo L. Josh O. & Kai T. (Year 10)

The Mongol Empire was one of the biggest empires in the world, expanding between the years 1206-1368 which at its peak controlled 12 million square miles (an area about the size of Africa) throughout Asia and even broke the borders of Europe. They affected the world greatly by influencing empires of the time and from their remains new empires would rise. But how did they start from the barren steppes of Mongolia?

Mongol Lifestyle

One of the key aspects which aided Mongols in their early expansion was their lifestyle. The Mongols were nomads which meant they could live off the land easily. What was more important however were other aspects in Mongol lifestyle: these were that Mongol boys were taught how to ride horses and use them for all daily tasks such as when moving herds and when hunting, they would use bows on horseback. This meant that in times of crisis or war, there would already be trained men who could pick up arms and fight in plundering villages or marauding expeditions. These men made up

the Mongol's most feared and infamous units: the cavalry archers.



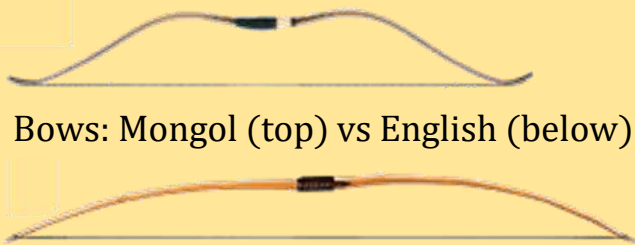
[*Mongol Horse Archer, painted c.1550s*]

Mongol Advancements and Equipment

The Mongols had also made several advancements which would help greatly as this would mean that a Mongol soldier would often find himself better equipped than an enemy soldier. This could for example be seen in Mongol saddles where they had treed saddles which had a strong sturdy wooden frame and was cushioned to provide comfort for the rider and as well as this, the sturdy frame allowed archers to shoot easily and also made it difficult to unhorse them. These saddles would be assisted with the paired stirrups which would allow archers to stand up while shooting and riders to ride for longer while being able to direct their horses

through the heat of battles using their knees. The use of the composite bows made of sinew, wood, and horns which had arcs at its ends unlike other bows, would also help greatly due their immense strength compared to, for example, long bows. However, these bows broke down in wet or humid conditions such as those of Europe. Which was a contributing factor in limiting Mongol expansion in Europe.

	Mongol Composite Bow	English Longbow
Length	150cm	190 cm
Range	450m	275m



Mongol Tactics and Strategies

Another key factor of Mongol expansion would have to be their military strategies and tactics such as for example the huge encirclement tactics which soldiers would practice often; this would be done by soldiers positioning themselves around a substantial area of land in a circle formation which they would slowly tighten until in the end, all animals trapped would be

hunted- any soldier which let a single animal escape the circle would be punished. These tactics and strategies depended vitally on the loyalty of soldiers to their Khan. This loyalty would be achieved through the soldiers of the Mongol army knowing that the Khan would take care of their families while they are fighting and if they die (as Genghis Khan knew how the social disorder of broken families could affect his empire greatly from past experience*). As stated before, the Mongols were nomads and could live off the land. This, and soldiers being split into small groups of 10 where if one person deserted the whole group would be punished (which prevented desertion and increased loyalty among the army), meant that the Mongol's army was agile compared to other larger-united armies which meant that they could easily outmanoeuvre them. Finally, the Khan had his empire expanding from all frontiers at the same time due to there being simple objectives given from higher command and the rest was left for each general (including the Khan himself) at each frontier, to achieve them in their own way and wouldn't try to seek independence as they were trusted generals appointed by the Khan himself.

Defection of Professionals & Siege

One final important factor in early Mongol expansion would be the defection of experienced professionals from invaded territories such as in China and later in Arabia (such as engineers and stone masons) which would help them in invading fortified towns and cities by constructing siege equipment such as catapults, which they wouldn't have been able to access before, and would allow them to understand weak points in fortifications and attack them using their siege equipment (this is most notably seen against the Great Wall of China). The Mongols would even go on to acquire and use Chinese bombs and simple cannons. Not only were professionals important to the Mongol empire but soldiers were also. Mongol soldiers most commonly only made up the light archer cavalry of the Mongol empire's army, soldiers from all the empire's lands, e.g. Georgia,

Iran, China etc. fought as well and made up units such as: infantry, heavy cavalry, siege workers etc. which played key roles in the Khan's army.

Conclusion

In conclusion, Early Mongol Expansion depended and succeeded due to many aspects, and with the Mongol tribes being united by Temujin (later called Genghis Khan) after his realization that the feuding between tribes was pointless, the empire was ready to challenge the might and collapse the world empires of the time all throughout Eurasia. And although their methods did seem barbaric, there was reasoning behind them which decreased the amount of war needed to invade through the use of fear on towns it hasn't struck yet. The Mongol Empire would continue to grow and would become infamous among the rest of the world's nations.



Mongol Empire

Empire of Genghis Khan (1227)

Empire under his heirs (1279)

*"I have conquered for you a large empire.
But my life was too short to take the whole
world. That I leave to you."*

- Genghis Khan's last words, 1227

[The 40m tall statue of Genghis Khan, built in Ulaanbaatar, Mongolia 2008]

DEBATE: Australia vs West Indies

By Jaina Arora & Habiba Behery (Year 8)

Imagine you are the British, and you're thinking about leaving a country/ stop ruling one. Which should it be? Australia or the West Indies? That's what we will try convince you!

Hello! I'm Habiba, and I'm going to share why I think **Australia was more important** Than the West Indies.



If you think about it, Australia is one large island, which will be easier to rule, since the West Indies are a group of islands. Australia also has a variety of new resources, which would help the British discover/ invent new things. It has a different climate which can be new to the British, instead of having the same climate/ environment to their original country. It can also mean they would spread their empire around the world, also to show the other countries how strong of an empire they are. Also, the Australian Aborigines move...

Hi, I'm Jaina, and here is why I think the **West Indies was more significant** than Australia.



As the West Indies relied on the slave trade for their produce of sugar, there were many enslaved people, which meant more produce was made quicker and therefore more profit was made because the British were the only sugar sellers in this time. So they could sell their sugar for larger amounts of money. The reason for the British Empire was to make money, as money was equal to power, so the West Indies were more powerful. Furthermore, as Australia was used for sheep farming, and because the ground wasn't used to hooves like British...

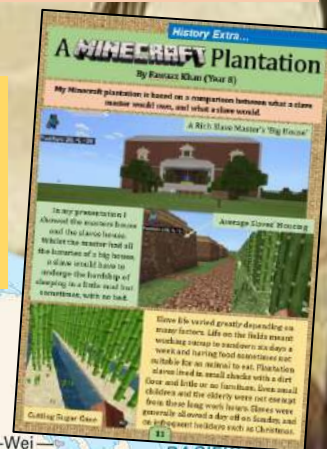
around a lot, which means it could be easy to have the space and make an agreement since they don't have a leader, while the West Indies have rulers/leaders which can easily take over and kick the British away. Now of course both countries are important, but I think Australia is the country/ island that will benefit the British Empire most.

farms the ground became tough and not easy to use, harming the environment. Sugar plantations were already present when the British arrived, therefore all they had to do was add workers and gain money. As Britain had a strong monopoly, capitalists wanted to get rid of Britain's wealth by stripping them of slaves, so you could argue that because of the West Indies, slavery was beginning to be abolished after making large profit. Both places were needed for the British Empire, but in my opinion the West Indies is the most helpful.

So, which colonies were the most important to the British Empire? What do you think?

<https://forms.office.com/r/r3sL6S22Qq> - Click to make your choice.

Want to find out more? Check-out Issue 2 which has: Fraser Jannaway's History of Australia (left); and Fawaaz Khan's Minecraft Plantation (right).



Map showing the colonies and size of British Empire by 1939

■ United Kingdom ■ British Empire 1901 (includes dominions) ■ Left British Empire before 1939 ■ Additions to Empire 1901-1939

Year 8 answer the question:

Why did Britain abolish slavery in 1833?

'Key individuals because one person made a big difference in society...'
(Kyla D.)

'Key individuals were important because people like William Wilberforce campaigned against the slave trade. The first vote he did was 163 against and only 88 for, but he never gave up. Josiah Wedgewood also joined the anti-slavery side and helped design the logo for it.'
(Aaliyah I.)

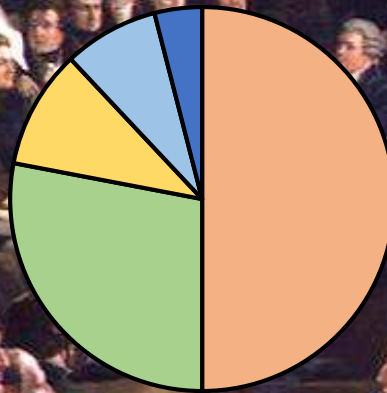
'I think that **religion** is an important factor because the country was religious so it was easy to make the people believe that what was going on was a sin and they would be punished for it.' (Joelle O.)

'The most important factor in ending slavery in 1833 was **slaves' actions** because the slaves spread awareness **which changed people's beliefs and ideas** about slavery. Also slaves **made slavery unprofitable** by damaging and breaking things. Although all the other factors are important, I think slaves' actions were the most important.' (Emily F.)

'Politics and law because it depends on the public view and the Government choices.'
(Lucian A.)

25 Students wrote their answer to the question - **Which factor was the most important for abolishing slavery in 1833?** Here are the results, and some of their answers.

'I think **politics and law** is the most important factor because they have the power to actually change the law, whereas normal **people may be able to convince others**, but they can't physically change the law so that owning a slave is illegal.' (Isobel B.)



The Dark Ages

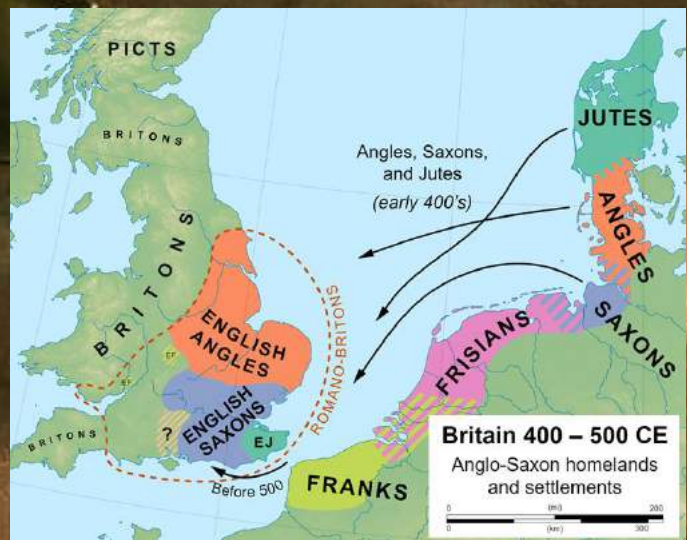
By Kenan Noori (Year 8)

The Dark Ages were one of the most important eras in history! It began with the fall of Rome in 460 C.E. though it is impossible to find one specific end, since the multiple kingdoms, principalities and all other states went out of the Dark Ages at different times. However, the Dark Ages ended with the Age of Exploration and other events spurring innovation earlier, such as the Crusades.

I will focus on the territories of the Franks, modern-day Germany, and the lower half of the Balkans, and Italy, with a minor discussion on Scandinavia. It's extremely important to note that the Dark Ages didn't affect all of the world, it occurred in large parts of Europe as they were all territories of the Roman Empire before it divided into the West and Eastern Roman Empires - the latter splitting in the year 394 C.E.

The First Half of the Dark Ages

The first half saw a cultural and infrastructural revolution of continental Europe and England. This came about with barbarian peoples and their nations such as the Anglo-Saxons (who came from



Denmark & North-West Germany) and the Netherlands being initially employed as mercenaries under the Romans to guard the British Isles. They eventually migrated to what we now know as England, with three peoples that would form to make the Anglo-Saxons: the Jutes; Saxons; and Angles. Kingdoms grew all over modern-day England such as the Kingdoms of Mercia, Northumbria and Essex with plenty more.

In Continental Europe, the Byzantines or Eastern Romans (Byzantines, Byzantium or Byzantine Empire hereafter) were on the mission of restoring the mighty Roman Empire. Byzantium was under the reign of Justinian I; half of the continent was ruled by Goths, more

specifically the Visigoths and Ostrogoths; France was ruled by the Gauls; Ostrogoths controlled Italy and the Northern Balkans; while the Visigoths held Spain.

A renowned Byzantine general by the name of Belisarius was sent by Justinian I to conquer Italy with 7,000 troops, who were among the best at the time since Byzantine troops were heavily armoured and armed. With his elite imperial guard (the Bucellarii cavalry) Belisarius was also one of the greatest military minds of his age, a man clearly fit for the job and also at the head of a professional and technologically-advanced army.



He conquered the island of Sicily at 536 C.E. When troops in Africa mutinied because of late pay, the invasion of mainland Italy had to wait as he sailed back to modern-day Tunisia with 2,000 men against the 8,000 rebels. That might seem like a futile battle to anyone not knowledgeable about Belisarius

And this campaign (which is obvious), but he took the initiative and decisively defeated the rebels. It was all because of late pay, he could have been a more accepting, but I suppose he had conquering and battling to do - the usual with a major kingdom at the end of the first half of the Dark Ages.

The Second Half of the Dark Ages

Francia was a kingdom that really spurred on a revolution dedicated to ending the Dark Ages, especially with Charlemagne who brought about the idea of the knight – which is often thought to be a medieval concept. Charlemagne created elite troops to secure his vast empire which spanned from West Germany to the borders of Spain. The era of



Charlemagne was a renaissance (rebirth). Now, in a period of renaissance it is to say if it was part of the Dark Ages as there was a reform in society different to other kingdoms.

In 793, the Vikings raided Lindisfarne and that began the Viking Age, a subsection of the Dark Ages. England swapped hands between the Vikings with countless battles. The Viking Age ends when the Normans conquest of England is complete.

In late Spring 536 C.E., the East (Byzantine) Romans invaded mainland Italy. No real resistance came until the army besieged the City of Naples, where there was a large Ostrogoth garrison. Byzantine soldiers found a hole in the aqueducts, the hole was subsequently widened and 600 troops entered and conquered the city. The siege lasted 20 days. The Ostrogoth King with an unpronounceable name, Theodahad, was resisting an army that had been sent to pin down and divert the Ostrogoth Army. He was assassinated after the perceived inaction that he took to change the consequences of the siege, so he was replaced. This guy's name was shorter and easier to pronounce: Vitiges. He took swift action and went to his capital, Ravenna, to gather a large force to beat back the Byzantines and take revenge. This would ensure the kingdom would last and that he would become much more popular. Rome, which would be now conquered by the

Byzantines, supported Belisarius, and the 4,000 strong garrison felt unsafe in a hostile city and fled through the Ferminian Gate. Belisarius marched in through the Gate on December 9th. Vitiges then unsuccessfully besieged the city and Rome remained in Roman hands. (*Unfortunately, I can't cover the siege since it would take up too much space which is so upsetting since it is truly amazing, go to the channel Kings and Generals for a good Rome siege video*).



Kings and Generals
2.44M subscribers



'Siege of Rome, 537-538' Link -
<https://www.youtube.com/watch?v=Wq3bJAYZqMI>

The Byzantines expanded more in Europe and thus less of it was in the Dark Ages, which was why I started to explain this war. Much of Europe would become enlightened with new ideas and a drive to academic exploration.

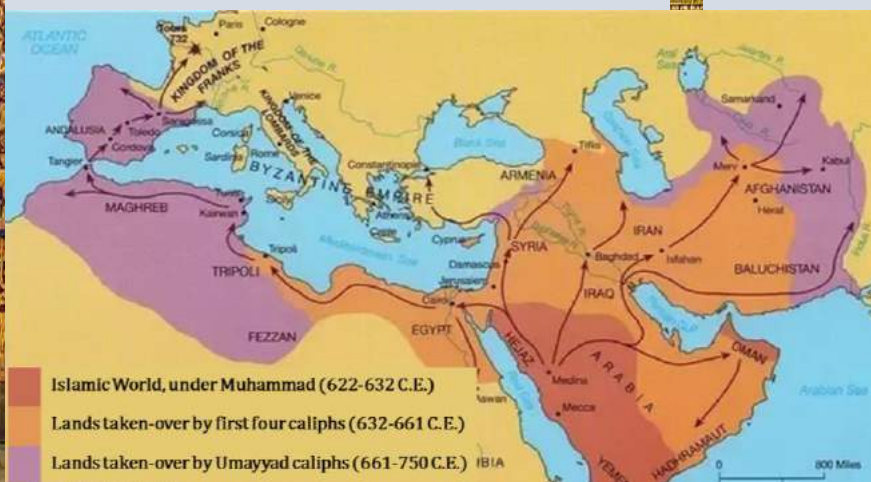
Back in England, if we fast-forward through history to the 590s C.E., the Anglo-Saxons converted from Paganism to Christianity, this transformation would be complete by around 700 C.E. Eleven years later, strangers had been carving a dramatic entrance on the world stage: the Muslims. At first they

were mostly part of a small clan originating in Western Arabia, but now held lands from Portugal to as far as India. This was at the cost of the Byzantines, who lost 2/3 of their Empire to them.

They conquered Portugal and Spain in the decisive Battle of Guadalete against the Visigoths who ruled the Iberian Peninsula. This meant that Iberia left the Dark Ages and entered a truly magnificent Golden Age, cities flourished with advances in building seen through the beautiful mosques throughout mostly Spain. There was a small sliver of land that had resisted the Arab advance called the Kingdom of Asturias in the North of Spain. The Arabs would've captured Paris if it weren't for Charles Martel at the Battle of Tours (732 C.E.).

attack on France. It nearly worked but they were beaten back.

However, seeing the Vikings' prowess, the Franks decided to give them a piece of land in Northern France - Normandy was born! The Normans were amazing fighters who advanced the knight class and conquered parts of Italy and defeated the Byzantine Empire on a number of occasions. However, the Byzantines decided to team-up with the Muslim Seljuk Turks and decisively defeated them. The Normans of Sicily were to play a role in the Crusades. In 1066, the most famous of the Norman conquests occurred: England! Ruled by Harold Godwinson, who got the good old arrow in the eye from the Normans, when they defeated the Anglo-Saxons. The English would have won if they had a bit more discipline in battle.



England transformed with castles being built, a new monarchy, social structure, and abolition of slavery. Slavery had been embedded into the Anglo-Saxon hierarchy, so much that some elements remained.

This brings me on to Francia a revolutionised society, which made it enter the medieval era.

The Normans were initially Vikings who began a short-lived

England had entered the Medieval Period. With the Normans in charge, revolution was complete, England had stopped living in the Dark Ages!

Václav Havel: "We know what that attack cost us. But freedom is something worth. For various reasons we had not offered organised armed resistance to the initial we had to pay in another way."

Task: Research and create a narrative of Operation Anthropoid.

Causes - Events - Consequences

Include specific dates/individuals and statistics to add depth of knowledge.

Causes

Why were the Nazis in Czechoslovakia by 1941?

What was the plan of Anthropoid?

Events:

Who were the assassins?

What happened during the attack on 27th May 1942?

How did they die?

Consequences:

How did the Nazis respond to the assassination?

What was the Lidice massacre?

Interpretation:
It was accepted, then, that an inevitable consequence of Operation Anthropoid ending in success would be repressed Nazi repressive against the Czech population. The whole plan could be thus described as a highly deliberate act of cold calculation, rather than the hot-blooded, impulsive actions characteristic of people in mortal danger engaging in defiant self-defence. Those calculating and directing events over as a remove from experiencing any direct effect or immediate emotional impact themselves. Nevertheless, the current consensus among most Czech historians is that such calculation was justified - a point of view which appears consistent with Czech public opinion today.

History on Film:

Extend your knowledge these 2 films from 2016 (*Anthropoid*) and 2017 (*The Man with the Iron Heart*) surround the events of this Wider Learning

http://www.bbc.com/history/ww2/features/anthropoid_2016.shtml
<http://www.amazon.co.uk/Anthropoid-2016/dp/B019000000>
<http://www.amazon.co.uk/The-Man-with-the-Iron-Heart-2017/dp/B019000000>

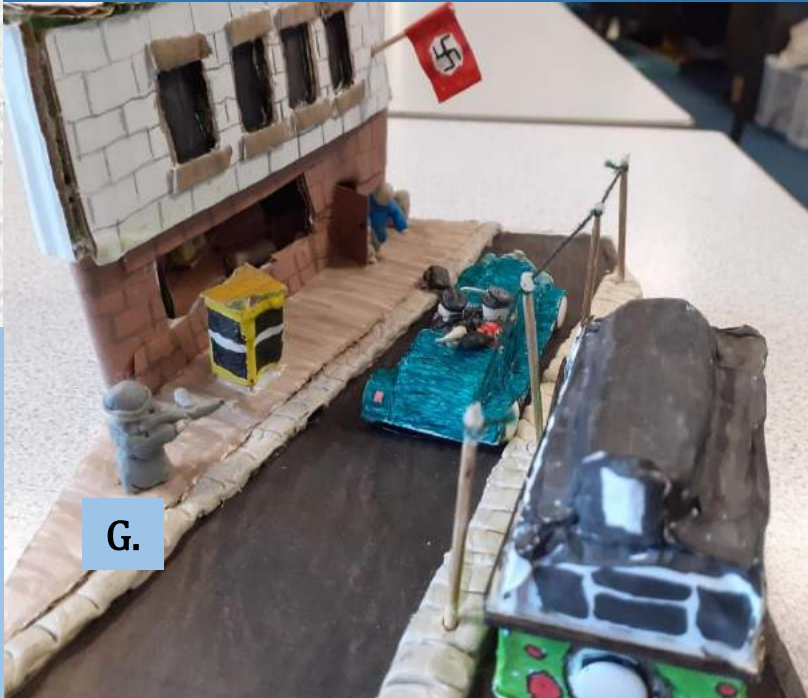
Q: How far do you agree that Operation Anthropoid was justified?



Year 9 History students will be familiar with the Wider Learning task to research and explain 'Operation Anthropoid'. One Year 9 student's response went a little bit further. 😊 Introducing...

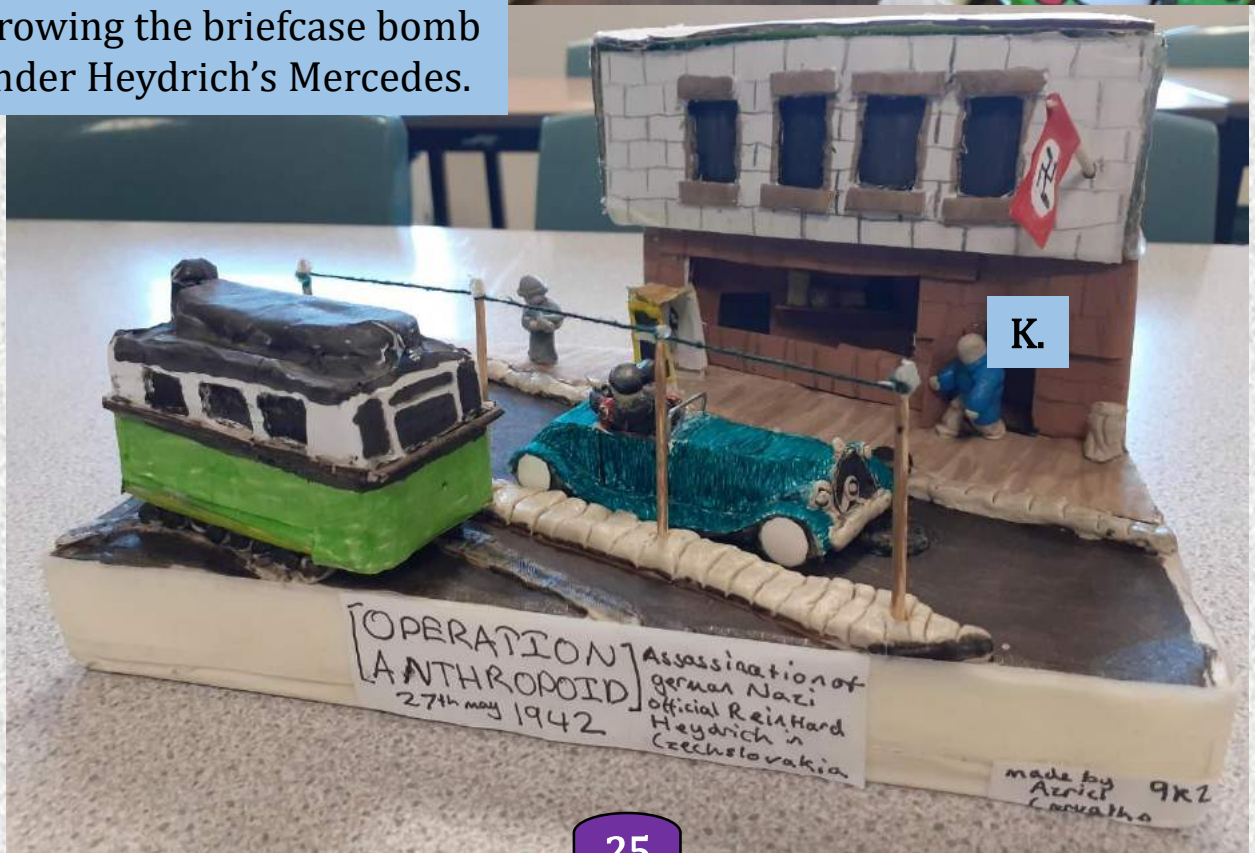
Operation Anthropoid

By Azriel Carvalho (Year 9)



G.

We loved the creativity & detail of Azriel's diorama of how Reinhard Heydrich (one of the leading Nazis planners of the Holocaust), met his end. Notice Jozef Gabčík (G) shooting and Jan Kubiš (K) throwing the briefcase bomb under Heydrich's Mercedes.



K.

Key topics:
 • What was Bristol like for **Puritans**?
 • **Why** were water mills?

Explain how Bristol benefited from the Slave trade?
 • What - How - Why

What → Bristol slave traders became wealthy and Bristol grew in buildings and population.
How → Bristol grew with new schools built such as St James girls school built with money Edward and Octavia made from enslaved keepers profits.
Why → This meant that the education improved from the growing population but still using money from selling slaves

What were Turnpike trusts?
 Turnpike trusts were local landowners and traders who joined together to improve local roads. They also charged users in order to maintain the roads

Canals and roads
 Britain's roads in the 1700s were unsafe and impractical.

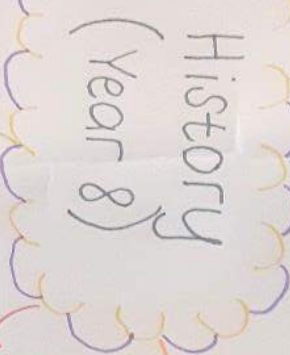
Causes (before) Roads poor, very old (Roman)
Changes Canals built to connect places
Consequences (After) London to Edinburgh in 10 days (1750s) to 2 days (1850)

For drainage = roads improved. Less in winter road making difficult and cleaves on canals (Thomas girth)

Communication, Turnpike transport and travel unreliable roads

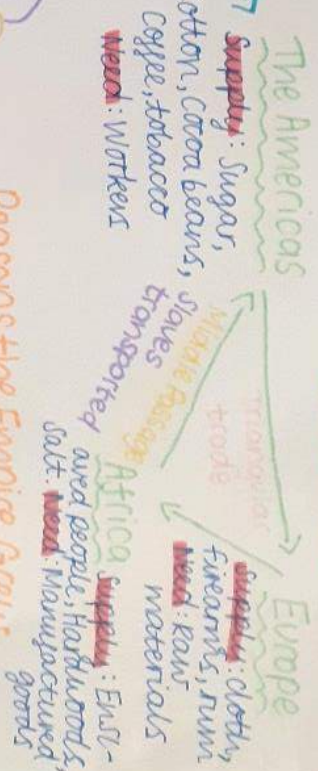
Bad roads = damaged vehicles, people and cargo

Plantations
 - Worked to death
 - Poor diet
 - 16-18 hours a day
 - 7 days a week
 - 8-10 years life expectancy
 - Dirty, cramped houses
 - severe accidents
 - Machines never stopped



The middle passage
 What was it like?
 - Smell was horrible
 - Chained to the deck
 - Bad conditions on ship
 - Men, women, children are separated.
 - Pain and suffering
 - Limited space (cramped)
 - More than 2 million died
 - More than 45,000 voyages

The transatlantic slave trade



Reasons the Empire grew

- 1 Trade (£)
- 2 Strategy (Location important)
- 3 Religion +
- 4 Competition with other countries

The fledgling British Empire

- 1497: Henry VII pays **Christopher Columbus** (Spain) to explore North America
- 1600: Elizabeth I gives **East India Company** **trade monopoly**
- 1607: **Virginia company** creates base in place in America called **Jamestown**
- 1655: **Oliver Cromwell** takes over **Jamaica**
- 1652-74: Trade wars with **protestants** and **Dutch**
- 1660: ↓
- 1662: He marries **Catherine of Portugal** 2 years on (charter II)

A SUPER example of History revision: organised & detailed - AMAZING WORK!!! 😊



Introducing...

Mr Voisey's MEME Competition

If you have seen the marvellous Meme Wall in Mr Voisey's classroom, you will know his love of a good History meme!

Now it's your turn! Mr Voisey is setting a COMPETITION:

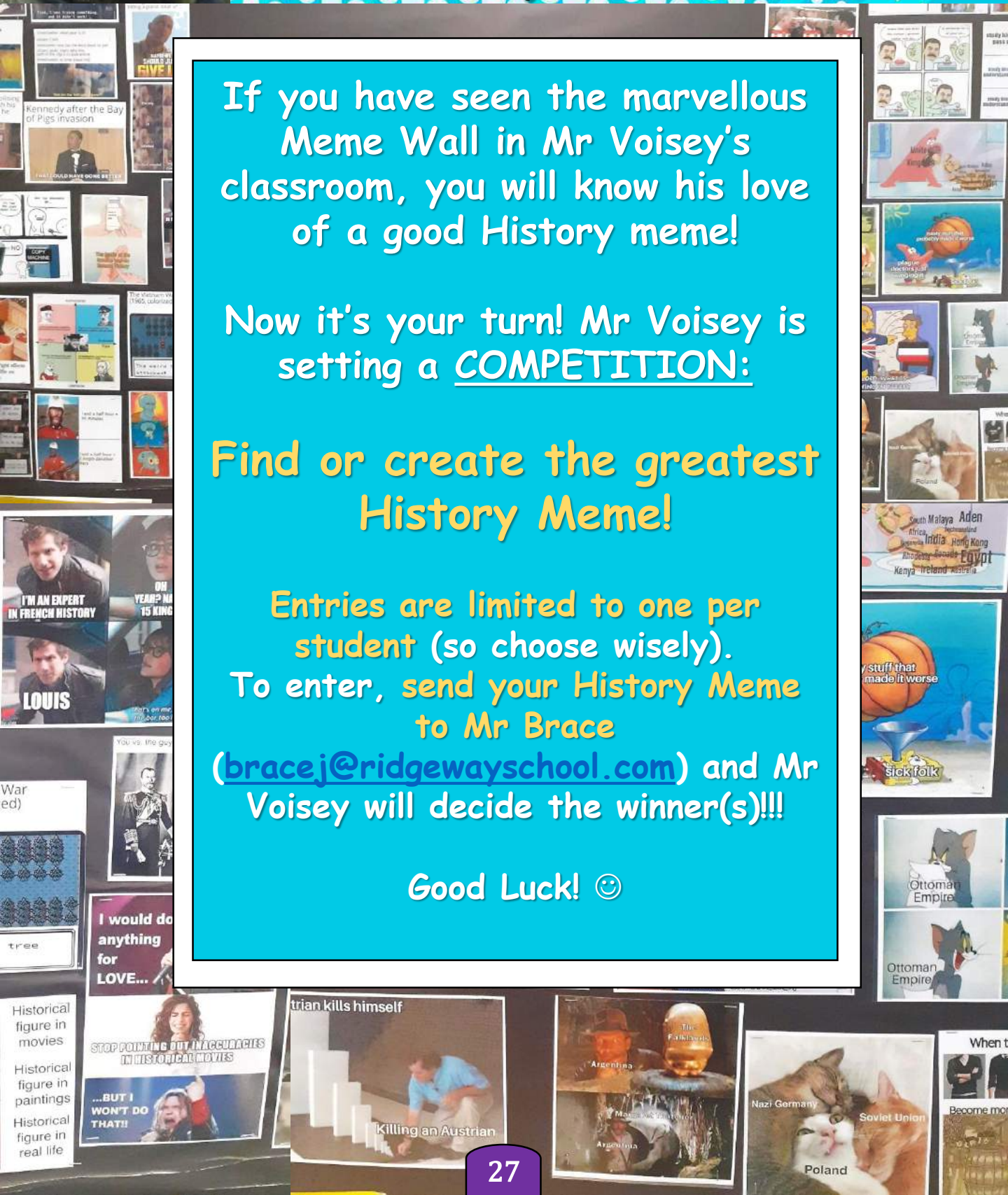
Find or create the greatest History Meme!

Entries are limited to one per student (so choose wisely).

To enter, send your History Meme to Mr Brace

(bracej@ridgewayschool.com) and Mr Voisey will decide the winner(s)!!!

Good Luck! 😊



Year 10's History Wordsearch



- KING
- HASTINGS
- SACRIFICE
- CIVIL WAR
- ARMY
- COUNTRY
- DISEASE
- TRENCHES
- PROPAGANDA
- TUDOR
- SOLDIER
- BATTLE
- ROMANS
- QUEEN



*Would you like to write an article?
share a creation or experience?
Or just want to get involved?*

*Talk to, or e-mail your History Teacher
and you might find it featured in the
next edition. ☺*

<https://www.ridgewayschool.com/learning-and-education/learning-resource-centre/ridgeway-history-hub>

**Published by the History Department,
Ridgeway School & Sixth Form
(February 2022)**

