

1 Trans-Atlantic slavery

1.1 Why was the Trans-Atlantic slave trade needed?

Page 7: Knowledge Box

Trading had been taking place for years before the 1700s. British **ships** carried British goods, like **wool**, to other countries and sold them. Then traders loaded their ships with goods that were popular in Britain, like tea, **cotton**, tobacco and **sugar**, and sold them to the British.

The slave trade is when **human beings** are bought and sold, instead of goods. The idea of slavery is a very old one. From around 1500 onwards, slavery turned into an international business that made people very **rich**. However, African people were **forced** to move to the other side of the **world** and live their lives as slaves.

Page 7: Key Terms

Slave – a person who is the property of another

Trade – to buy and sell goods

Slave trade – the buying and selling of human beings, rather than goods

Page 8: Identify Causation

- There was high demand in Europe for products such as sugar, cotton, tobacco and coffee.
- Settlers in America needed more people to farm the land and produce the goods wanted by Europeans.
- Local tribesmen ran off or died from disease so more slaves were needed.

Page 8: Explain causation

An important skill is to be able to explain the causes of an event.

Point	
Evidence	
Explain	

The trade of slaves was necessary because settlers in America needed more people to farm the land and produce the goods wanted by Europeans. This included cotton, sugar and tobacco. Cotton, especially, made American plantation owners very rich. This led to an increase in the trade of slaves because as the demand for these products increased, plantation owners needed more workers to harvest the crops, for example. Slaves from Africa were considered suitable for this manual work.

1.2 What can we learn from sources about the conditions on board a slave ship?

Page 9: Knowledge Box

First stage: cloth, guns, iron pots and pans, bracelets, swords and alcohol

Third stage: cotton, tobacco

Page 9: Key Terms

The Middle Passage – the second stage of the slave trade triangle where traders transported slaves across the Atlantic

Triangular trade – three stages of trade

Auction – the public sale of goods

Dysentery – diarrhoea

Shackles – iron fastenings secured around the wrist or ankle

Cargo – the goods on a ship

Page 10: Support Inferences

What I can infer: *That the slave ship was crowded with people.*

Details in the source that tell me this: *The source shows human beings being packed into every space on every level of the ship.*

Page 10: Describe History

	True	False
The journey on the Middle Passage lasted six months		✓
The journey on the Middle Passage lasted two months	✓	
Slaves were shackled together in rows	✓	
Men were loaded into the front of the ship and women into the back		✓
Slaves would argue over food and water	✓	
Dance was used to exercise the slaves	✓	
Slaves suffered from seasickness, heatstroke and dysentery	✓	
Slaves who died on the journey were thrown into the sea	✓	

Page 11: Evaluate the Utility of a Source Using its Content

Useful – what Source B does tell a historian about the conditions on board a slave ship	Own knowledge to support
<p><i>That the slaves were packed below deck.</i></p> <p><i>That the slaves were so closely packed that they couldn't turn over.</i></p> <p><i>That the smell below deck caused sickness.</i></p> <p><i>That the chains rubbed the slaves' limbs.</i></p> <p><i>That slaves died on board the ship.</i></p>	<p><i>Slaves were taken in ships across the Atlantic Ocean and exchanged for sugar, cotton and tobacco to be sold in Europe.</i></p> <p><i>The Middle Passage of the slave trade lasted for two months.</i></p>

1.3 Why was slavery abolished?

Page 12: Knowledge Box

By the late 1700s an ‘**anti-slavery**’ group had formed and the campaign to **end** slavery began.

In 1807, the British **Parliament** abolished the slave trade. The Abolition of the Slave Trade Act made it **illegal** to buy and sell slaves, but people were allowed to keep the slaves they already owned. Parliament went on to ban the **ownership** of slaves in 1833, and this included throughout the British **Empire**.

Page 12: Key Terms

Abolition – the legal ending of slavery

Rebellion – resistance to authority and control

Pamphlet – a publication that is less than eight pages and stitched or stapled together

Inferior – lower in position

Religious – concerned with religion

Economic – concerned with money

Political – concerned with the government

Attitudes – concerned with people’s feelings

Page 13: Categorise causes

Key	
Religion	
Economics	
Politics	
Attitudes	

Slavery wasn’t making as much money as it used to. Ship owners found more profitable forms of trade than transporting slaves.	Successful slave rebellions proved that slaves were not inferior.	Ex-slaves shared their experiences in books and pamphlets.
Some people argued that slaves didn’t work as hard as people who got paid for their work.	Religious groups, such as the Quakers, shared their beliefs that slavery was wrong.	William Wilberforce collected evidence and made speeches against slavery in Parliament.
Lord Grenville, who became the British Prime Minister in 1806, strongly supported abolition.	Abolitionists organised a boycott in which people refused to buy sugar from the Caribbean. Around 300,000 people took part.	Between 1828 and 1832 over 5,000 petitions were presented to Parliament calling for an end to slavery.

Page 13: Explain causation

Causes	Explanation
Successful slave rebellions proved that slaves were not inferior.	White slave owners had argued that Africans were inferior to Europeans and that their role was to do manual work. However, a slave rebellion led by Toussaint L'Ouverture successfully took control of Saint Domingue from British and French soldiers and this proved that slaves were not inferior. This led to the abolition of slavery because people began to see the strength of slaves and feared further rebellions.
Some people argued that slaves didn't work as hard as people who got paid for their work.	Businessmen within the slave trade wanted to make as much profit as possible and it was soon realised that pay was a way of motivating a work force. People began to argue that it wasn't good business to have slaves working for you who didn't care about their jobs. This led to the abolition of slavery because businessmen, who had previously supported slavery, began to question its success.
Ex-slaves shared their experiences in books and pamphlets.	Former slaves, such as Olaudah Equiano, shared their experiences of slavery. These books were widely read and the stories of cruelty within the slave trade changed people attitudes. This led to the abolition of slavery because more and more people joined the anti-slavery movement and campaigned for change.

Page 14: Explaining a Cause

This led to the abolition of slavery because key political individuals supported the anti-slavery movement. William Wilberforce collected evidence and made speeches against slavery in Parliament. This led to the abolition of slavery because Wilberforce was able to educate and influence other politicians about the reality of the slave trade who, in turn, voted in favour of the abolition.

Page 14: Write an Explanation Paragraph

William Wilberforce supported the abolitionist movement by *collecting evidence and making speeches in Parliament against the slave trade.*

This was important for the abolition of slavery in 1807 because it shared the horrors and reality of the slave trade with politicians in Parliament. This then led British politicians to vote in favour of the abolition of slavery in 1807.

2 The British Empire

2.1 How did Britain get her Empire?

Page 16: Knowledge Box

Around 100 years ago, Britain ruled the **largest** empire the world had ever known. It was bigger than the **Roman** Empire. It was so big that it was said the **sun** never set on the British Empire. Britain ruled over 450 **million** people living in 56 areas around the world, including **India**, Africa, Australia and **Canada**. By 1901, the British Empire contained one quarter of the world's population and covered one quarter of the Earth's total land area.

Page 16: Key Terms

Empire – a group of nations ruled over by a powerful sovereign or government

Colonies – a new land settlement connected to the parent nation

Settlement – an area of land that has been settled on

Trade – the buying and selling of goods

Page 16: Categorise Causes

Key	
Religion	
Economics	
Politics	
Attitudes	

To get valuable raw materials and riches

For Britain to sell goods to the colonies and make money

To become a more powerful country

To spread Christianity through the work of missionaries

Page 17: Support Inferences

What I can infer: *That the British Empire stretched across the world.*

The details in the source that tell me this: *Britannia, with the Union Flag, is sat on a globe with the word 'world' written on it.*

2.2 How far did the lives of Indians change during the British Empire?

Page 18: Knowledge Box

One of the largest colonies in the British Empire was **India**. It was the colony that many Britons were most proud of and was called the '**Jewel** in the Crown'.

India is rich in natural resources, including gold, silver, **spices** and tea. Britain's involvement in India began with trading stations run by the **East India Company**. This company had **ships** which left Britain laden with cheap British goods. These were swapped for goods in India, which were brought back to Britain to sell. This trade made both businessmen and Britain very **rich**. Gradually the East India Company began to take over more **land** and fought for the trading posts of other countries. By the mid-1850s, most of India was controlled by the British and British **soldiers** were stationed all over India.

Page 18: Key Terms

East India Company – the company that traded for Britain in the East Indies

Trading posts – a store established to trade goods for cash

Sepoys – Indian soldiers

Mutiny – a rebellion against an authority

Viceroy – a person appointed to rule India for the monarch

Colony – a new land connected to the parent nation

Page 19: Describe Change

Changes that benefited India	Changes that did not benefit India
<p><i>Trade of Indian goods including gold, silver, spices, tea and timber</i></p> <p><i>Education and the English language</i></p> <p><i>Railways</i></p> <p><i>Cricket</i></p>	<p><i>Suppression of the Indian religions; Hinduism</i></p> <p><i>British control of Indian trade and taxes</i></p> <p><i>British customs were forced on the local people</i></p>

Page 19: Reach a Judgement about the Extent of Change



Being part of the British Empire totally benefited India

Being part of the British Empire did not benefit India at all

There were a lot of benefits for the Indian people of being part of the British Empire. Their day-to-day life improved as they had more goods available to them due to the trading links Britain had, and they were able to sell their own goods to become more wealthy. However, this was at the expense of their customs and traditions. Indian customs and traditions were not understood or encouraged by the British settlers, who believed the British customs were superior and more beneficial for India.

2.3 Why do historians have different opinions of the British Empire?

Page 20: Knowledge Box

- Slaves were taken from Africa to the Americas and Europe.
- British missionaries spread Christianity throughout the Empire.
- Britain brought railways, hospitals, law and order to countries like India and Africa.
- Britain imposed taxes on her colonies and did not allow free trade of goods.
- British customs were forced on the colonies and local traditions were ignored.
- British people thought they were racially superior to the natives in the colonies.

Page 20: Key Terms

Christianity – the Christian religion including Catholic and Protestant

Taxes – a sum of money demanded by the government for the sale of goods

Free trade – trade between countries free from government restrictions or duties

Customs – practices that have been long established

Local traditions – a long established way of thinking or acting that is unique to an area

Superior – higher in importance

Page 21: Describe the Differences Between Two Interpretations

	Interpretation 1	Interpretation 2
Summary sentence	<i>The British Empire was positive / a good thing.</i>	<i>The British Empire was negative / a bad thing.</i>
Supporting quotation	<i>'it brought law and democracy to its colonies.'</i>	<i>'Slavery, famine, prison, battle, murder, extermination'</i>

Page 21: Explain Why Two Interpretations Differ

The interpretations may differ because the authors have given a different emphasis of the British Empire	Interpretation 1 focuses on ... <i>The political and economic consequences of the British Empire, such as 'investment' and 'democracy'.</i>	Interpretation 2 focuses on ... <i>The impact that the British Empire had on the people of India, including 'bloodshed, violence, brutality, conquest and war.'</i>
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Page 22: Analysis of Change

'The British Empire of the nineteenth century was a great achievement.' How far do you agree? Explain your answer.

The British Empire can be viewed as a great achievement because of the political and economic support that she gave. For example, the British Empire in India developed the parliamentary system and set up a system of democracy that was similar to the one that existed in Britain. Queen Victoria was the sovereign and a viceroy was appointed to rule India for her. In countries, like Africa, the British established a police force and a system of law and order. These changes were a benefit to the running of both countries as a political and justice system had not been established previously.

However, the British Empire also led to war and conquest across the world which had a negative effect on the people living in the Empire colonies. For example, in 1857 the Sepoys rebelled against the British because they were forced to open bullet cartridges that had been soaked in pig fat. This went against their religious beliefs and traditions, but the British showed no understanding and enforced the use of the gun cartridges. A mutiny took place in which large numbers of Indian Sepoys were killed. This shows us that the lack of respect of the local traditions in the British Empire led to conflict and had a negative consequence for the native people of the Empire countries, such as the Indians.

3 Early America

3.1 Why did America win the War of Independence?

Page 24: Knowledge Box

During the eighteenth century, Great Britain had 13 colonies in North **America**. However, throughout this century, tensions grew between the **colonists** and the colonial government, which represented the British crown. These tensions occurred following the British attempts to raise **taxes** in the colonies, for example the Stamp Act and the Tea Act. By 1775, there was a full-scale war between the colonists and the British. In 1778, **France** entered the war on the colonists' side and helped to force the British to **surrender** at Yorktown, Virginia in 1781. After this, the Americans won their **independence** but the fighting continued until 1783. In 1789, George **Washington** became the first **President** of the United States of America.

Page 24: Key Terms

Colonists – the inhabitants of the colonies

Independence – when a country does not rely on another

Declaration – an announcement

Republic – a state in which the head of government is not a monarch or other hereditary head of state

President – elected leader of the United States of America

Taxes – a sum of money demanded by the government

Page 25: Understand Chronology

- (1775) Battle of Bunker Hill – British victory but they abandoned Boston
- (1776) Battle of Long Island – British secured control of New York City
- (1777) British surrender at Saratoga – leading to greater French involvement
- (1781) Siege of Yorktown – the British were forced to make peace
- (1780) Siege of Charleston – British victory that helped to secure control of the southern colonies
- (1783) End of fighting
- (1789) Washington became first president of an independent USA

Page 25: Identify Causation

Reason 1	Reason 2	Reason 3
Support from the French	British mistakes and the weaknesses in their plans for war	The leadership of General George Washington

3.2 How did Native Americans survive on the Great Plains?

Page 26: Knowledge Box

The Great Plains was a massive **grassland** area between the Rocky Mountains in the west and the **Mississippi** River in the east. In the 1830s, most Americans lived in the **east**. The Plains were considered unsuitable for living and given the name the Great American Desert. Most of the people living on the Plains were **Native** Americans. They were organised into **tribes** and bands. Many bands lived a nomadic lifestyle. Each **family** had their own tipi. Conditions on the Plains were hard with extremes of temperature, harsh **winds** and a lack of wood for building.

Increasing numbers of Americans travelled through and settled on the Plains, which led to problems between the Plains Indians and the **settlers**.

Page 26: Key Terms

Plains – an area of flat land with few trees

Nomadic – a lifestyle where people move from place to place

Page 26: Explain Key Features

Key feature	How it helped the Native Americans survive on the Plains
Tanned hide of the buffalo	Used for clothing and tipi covers
Bones of the buffalo	Used for knives and arrow heads
Stomach of the buffalo	Used for cups, buckets and cooking pots
Fire in the tipi	To warm the inside of the tipi
Can be rolled up	To move the tipi easily

Page 27: Support Inferences

Source A: From an account by Iron Teeth, a Cheyenne woman

What I can infer: *That the horse improved the lives and survival chances of the Indians on the Plains.*

Details in the source that tell me this: *'when they got horses, they could move more easily from place to place.'*

Source B: From an account by Colonel Dodge, a US army officer who had served on the Great Plains in the 1830s

What I can infer: *The tipi was versatile to the lifestyle of the Plains Indians.*

Details in the source that tell me this: *'It is, however, well adapted to their needs.'*

Page 28: Evaluate the Utility of a Source

	Source A	Source B
Useful: content	Tells us the importance of the horse for movement around the Plains and to enable Native Americans to kill the buffalo.	<i>Describes the Indian tipi in detail; the fire is in the centre, there is an opening in the top for the fire to escape, the beds are piles of buffalo robes and blankets, which are used as seats during the day.</i>
Useful: provenance (NOP)	Source A is from a Cheyenne tribe woman who experienced life on the Plains.	<i>Source B is from an officer who served on the Great Plains and so would have seen a tipi.</i>
Limitations: provenance (NOP)	It only gives the experience of one woman. A historian will need to check other sources to reach a judgement about the importance of the horse to other Native Americans.	<i>It is the experience of one man. A historian will need to check whether all tipis across the Great Plains were used in a similar way.</i>

3.3 Why did White Americans move west?

Page 29: Knowledge Box

In the 1830s, some fur **trappers** headed west to catch beavers and other animals and **sell** their fur. Later, groups of pioneers also headed west along dangerous **trails** to claim free **land** in the west. Some Americans began to see taking control of the west as their **God-given** right (their Manifest Destiny) to spread 'civilisation' and '**democracy**'. They believed that their country should occupy the entire **continent**, from the east coast on the Atlantic to the west coast on the Pacific. By the 1840s, thousands of people were **migrating** west every year.

Page 29: Key Terms

Pioneers – those who settled on the Plains first

Manifest Destiny – the belief that it was the destiny of the US to expand its territory over the whole of North America

Civilisation – an advanced state of human society

Democracy – government by the people

Migration – to go from one country, place, region to another





Economic depression – a sustained, long-term downturn in economic activity

Page 30: Identify Reasons for Events

<p>Gold was discovered in California in 1849.</p> <p>MINERS</p>	<p>Land in California was famous for being very fertile (easy to grow crops on).</p> <p>HOMESTEADERS</p>	<p>From the 1860s, the Homestead Act and other laws gave land to people who settled and farmed in the West.</p> <p>HOMESTEADERS</p>
<p>There was an economic depression in 1837. Many people in the East lost jobs and wages.</p> <p>PIONEERS</p>	<p>Some people were driven by the belief that it was America's Manifest Destiny to control the West.</p> <p>PIONEERS</p>	<p>Some religious groups had beliefs which were unpopular in the East. Some areas in the West were not controlled by the US government until the 1850s.</p> <p>MORMONS</p>
<p>Fur trappers made trails across the Plains and through the mountains of the West. They spread rumours of free farming land.</p> <p>HOMESTEADERS</p>	<p>New technologies in the 1860s made life on the Plains easier. Wind pumps allowed water to be drawn from the ground and barbed wire helped to protect crops from animals.</p> <p>HOMESTEADERS</p>	<p>Many people moved west to spread their religion, or to be able to practise their religion freely.</p> <p>MISSIONAIRES</p>

Page 30: Categorise Causes

Key for table in above activity

Key	
Money	
Land	
Religion	
Attitudes	

Page 31: Explain Causation

Some people moved west for land. From the 1860s, the Homestead Act and other laws gave land to people who settled and farmed in the West. This led to White Americans moving west because they were able to establish a new home and farm on land that was given to them. This was a chance for families to relocate and form a new life in the West.

Page 31: Explain Significance

Explain the importance of the economic depression (1837) for the settlement of the West.

In 1837 an economic depression hit America; *banks collapsed and savings were lost. Businesses struggled, wages were cut and jobs were lost.*

This was important for the settlement of the West because *the unemployment forced Americans to leave the East and move west in search of greater economic security. Americans who left the East and moved west went in search of jobs and homes.*

4 The First World War

4.1 Why did the First World War start?

Page 35: Knowledge Box

The First World War is also known as the **Great** War because the world had never experienced such a big war before. The First World War began in **August** 1914. Many millions of men, split into two sides (alliances) spent over **four** years killing one another. The First World War took place in **trenches** dug throughout Europe and the soldiers used the deadliest weapons the world had ever seen, including machine guns, artillery and **gas**.

Page 35: Key Terms

Long term causes – events/factors that occur a long time before an event

Short term causes – events/factors that occur immediately before an event

Alliances – friendship between countries

Nationalism – loyalty to one's country

Militarism – a strong military policy

Arms race – when two, or more, countries race to have the most weapons

Imperialism – extending the rule or authority of an empire or nation over foreign countries

Triple Alliance – secret agreement between Germany, Austria-Hungary and Italy

Triple Entente – informal understanding between France, Britain and Russia

Assassination – to kill a prominent person suddenly

Page 36: Categorise Causes

Reason	Long- or short-term
At the beginning of the twentieth century, people started to take increased pride in their countries (nationalism). Many leaders of Europe felt that the best way to show that they were the greatest was to have a war with their rival countries.	Long-term
Countries wanted to make sure that their army and navy was the best. To do this they spent money on making their armies bigger and bigger. This caused problems because it meant that countries were always ready for war. There was no point in having a big army if a country was not going to use it.	Long-term
By 1914, Britain had conquered lots of land and had a huge empire. Other nations wanted big empires too. This led to tensions between countries as they began to see one another as a threat.	Long-term
As each country felt threatened, they looked for support from other countries. This led to countries forming friendships and alliances, and Europe began to be split into two. Alliances were intended to prevent a war because it would mean fighting more than one country. However, it meant that one small disagreement could lead to a world war.	Long-term
In June 1914, the heir to the Austro-Hungarian throne, Archduke Franz Ferdinand, was assassinated in Sarajevo by Gavrilo Princip, a member of the Serbian Black Hand Gang.	Short-term

Page 36: Structure a Historical Narrative

Britain declares war on Germany because she had a deal to protect Belgium from attack.	5
Austria-Hungary blamed Serbia for killing the Archduke and attacked Serbia.	2
Austria-Hungary declared war on Russia.	6
Germany declared war on Russia after hearing that Russia was preparing her army ready to protect Serbia and attack Austria-Hungary.	3
Archduke Franz Ferdinand and his wife, Sophie, arrived in Sarajevo. They were driven slowly to the town hall to meet the Mayor. During their journey, Franz Ferdinand was shot by Gavrilo Princip, a member of the Black Hand Gang. Both Franz Ferdinand and Sophie were killed.	1
Germany declared war on France and marched her troops through Belgium without the Belgian government's consent.	4
Britain and France declared war on Austria-Hungary	7

Page 37: Write a Historical Narrative

After 1914 Britain had conquered lots of land and had a huge empire. Other nations wanted big empires too. **This led to** tensions between countries as they began to see one another as a threat.

Consequently, as each country felt threatened, they looked for support from other countries. **This led to** countries forming friendships, alliances, and Europe began to be split into two. Germany, Austria-Hungary and Italy formed the Triple Alliance. **Following this**, France, Britain and Russia formed the Triple Entente because they felt increasingly vulnerable.

Finally, the First World War broke out in August 1914. **This was after** the heir to the Austro-Hungarian throne, Archduke Franz Ferdinand, was assassinated in Sarajevo by Gavrilo Princip, a member of the Serbian Black Hand Gang. **This led to** a series of events between the countries of both alliances that brought the world to war.

4.2 What were the conditions in the trenches?

Page 37: Knowledge Box

The First World War was fought mainly in **Europe**. The British, **French** and Belgian soldiers fought on the Western Front in **trenches**. Their aim was to stop the **Germans** advancing to the coastline of northern France.

As the enemy soldiers faced each other, they dug **holes** in the ground to protect themselves. These soon turned into **deep** trenches. Soon, long lines of trenches stretched from the English Channel to Switzerland.

Page 38: Key Terms

Stalemate – a position in which no action can be taken or progress made

No man's land – unoccupied land between the Allied and German trenches

Bayonets – a bladed weapon like a knife or short sword designed to fit in, on, over or underneath the muzzle of a rifle

Frontline trench – the front line of trenches that were usually seven feet deep and six feet wide

Reserve trench – the third line of trenches used to transport men, equipment and food

Dug-out – a trench that is dug and roofed over as a shelter for troops

Page 38: Describe Key Features

- | | |
|-----------------|-------------------------|
| - Duckboards | - Frontline trench |
| - Dug out | - Communications trench |
| - No Man's Land | - Support trench |
| - Barbed wire | - Reserve trench |

4.3 How were the wounded cared for during the First World War?

Page 39: Knowledge Box

Features of the sick and wounded in the trenches	Definition
Trench fever	Flu-like illness transmitted by body lice
Trench foot	Painful swelling in the feet caused by standing in waterlogged trenches
Shell shock	Mental illness caused by the stressful conditions of war
Stretch bearer	Men who collected the wounded from No Man's Land
Horse-drawn ambulance	An ambulance cart transported by horses
Motor ambulance	An ambulance used later in the war and powered by an engine

Page 39: Describe Key Features

Mind map:

Narrow trenches made carrying stretchers difficult

Dirt from the mud caused infection in wounds

Stretcher bearers had to collect the wounded at night

Mass casualties after a battle led to men having to wait for treatment

Page 40: Evaluate the Utility of a Source

	Source A	Source B
Useful: content	<i>Shows the difficult terrain that stretcher bearers had to transport the wounded through – mud, water-logged land.</i>	<i>Tells of the problems of darkness and mass casualties in collecting the wounded; 'some had been waiting for a day and a half to be brought in.'</i>

4.4 What changes took place as a result of the First World War?

Page 40: Knowledge Box

The Great War ended in November **1918** when the **Armistice** was signed. Following the end of the First World War, a number of changes took place. Women in Britain over the age of 30 were allowed to **vote** for the first time. Women in Germany over the age of 18 were allowed to the vote for the first time. **Germany** was told that they must pay for war damage and the figure was set at £6.6 billion. Germany had to hand over **colonies** to Britain and France. Germany was allowed no air force, **tanks** or submarines, and only a tiny **army** of 100,000 men. The League of Nations was set up and 40 **countries** joined straight away.

Page 41: Key Terms

Armistice – a truce

Female suffrage – females being able to vote

Suffragettes – an organisation of women who protested for women to be able to vote

Treaty of Versailles – the peace treaty at the end of the First World War

Reparations – the money that Germany had to pay the Allies at the end of World War One; compensation

The League of Nations – founded in 1920 for countries to solve any problems peacefully, and avoid war

Page 41: Categorise the Nature of Change

Social	Geographical	Political
Germany had to pay reparations	Germany lost her colonies Germany lost Alsace-Lorraine to France Poland created	Germany was allowed no air force, tanks or submarines; and an army of just 100,000 men League of Nations established

Political and Social – Women over 30 were able to vote in 1918

Page 42: Reach a Judgement about the Nature of Change

Following the First World War most change took place to *the political balance in Europe*.

This happened because *Germany was forced to surrender at the end of World War One and accept blame in order for there to be peace in Europe. Following this, Germany was not allowed any air planes, tanks or submarines; and an army of just 100,000. This left Germany feeling angry and vulnerable in Europe. Additionally, Germany was excluded from joining the newly created League of Nations in 1920. This was because Germany was seen as the enemy of Europe; one that needed to be punished. By excluding Germany from this organisation, she was left feeling inferior and even more vulnerable next to countries like France.*

Page 42: Judgement about the Extent of Change

Following the First World War, the lives of women changed partially. This can be seen as *women over the age of 30 were given the right to vote in 1918.*

The main change in the lives of women was *that, following their contribution during World War One, women went out to work in industries such as transport, munitions factories, engineering and finance. After carrying out these jobs during the men's absence during the war, many women continued to want and have a career outside of the home after 1918.*

Page 43: Explain consequences

Consequence 1: *The First World War led to political changes. For the first time, women were able to vote. In 1918, women over the age of 30 were given the right to be able to vote in elections. This increased the political equality in society and led to more changes in the position of women in the years to follow. In 1928, women over the age of 21 were able to vote.*

Consequence 2: *The First World War led to great changes in the geography of Europe and the world. As Germany was forced to accept blame for the war, she lost 13 per cent of her land, including Alsace-Lorraine and all of her colonies. Poland was created as a country, and the Rhineland was used as a buffer between France and Germany.*

5 Weimar and Nazi Germany

5.1 What is a dictatorship?

Page 45: Knowledge Box

Democracy	Dictatorship
Regular elections are held for people to elect a government. A choice of political parties can be elected to run the country. Freedom of speech – people can say what they think.	No elections are held. The country is run by one political party or leader. No free speech – people who criticise the leader/government they can be arrested. Newspapers, books, magazines and films are controlled.

Page 45: Describe Key Features

Feature 1: *The government consists of one leader. The country is run by one political party or person.*

Feature 2: *There is no free speech – if people criticise the leader they will be arrested.*

A dictatorship was different to a democratic government in the twentieth century because *of the power that could be exercised by the subjects of the country. In a dictatorship there were no elections; the leader of the dictatorship would remain in power until he was overthrown or died. However, in a democracy there are regular elections in which the people of the country can choose to keep a leader in power, or replace them with a new leader/ party.*

5.2 What problems faced the Weimar Republic?

Page 46: Knowledge Box

On 9 November 1918, **Kaiser** Wilhelm II abdicated the German throne and fled to Holland. The Armistice was signed, bringing an **end** to fighting in the First World War. Within a few months a new **republic** with a new constitution was set up.

The Weimar Republic faced many problems, including:

- having to accept blame for the First World War and signing the Treaty of Versailles
- political uprisings from the **Communists**, Freikorps and Nazi Party
- not being able to pay **reparations** and losing control of the German economy during hyperinflation
- the French invasion of the Ruhr to collect reparation payments.

Gustav Stresemann was able to solve these problems. However, his solutions did not benefit Germans for long. In 1929, Wall Street **crashed** and an economic depression hit Germany hard.

Page 46: Key Terms

Kaiser – German emperor

Abdication – to renounce the throne/responsibility of leading Germany

Constitution – a set of rules by which a country is governed

Republic – a state in which the head of government is not a monarch or other hereditary head of state

Communists – a left wing political party

Freikorps – ex-soldiers in the German army

Hyperinflation – when the price of goods rises at an extreme speed

Ruhr – a mining and industrial region in Germany

Stresemann – Chancellor of Germany in 1923 and Foreign Minister between 1923 and 1929

Wall Street – the location of the US stock exchange and important banks

Page 47: Categorise Key Features of History

Economic means *problems associated with money*

Political means *problems associated with the government*

Social means *problems that affected the lives of the Germany people/relationships*

Economic	Political	Social
Invasion of the Ruhr Hyperinflation	Political uprisings: Spartacists, Kapp Putsch	Accepting blame for the First World War and signing the Treaty of Versailles

Page 47: Reach a Judgement about Significance

The most significant problem faced by the Weimar Government was *economic and caused by the Treaty of Versailles. It was hyperinflation.*

This was so significant *because it affected everyone in Germany. The German people lost their jobs and savings. Some faced starvation and unemployment. The German government looked weak and alienated any relationships in Europe. The consequences of hyperinflation lasted for years and continued to haunt the Weimar Government in the 1930s when they faced another economic crisis after the Wall Street Crash.*

5.3 What were the ideas of the Nazi Party?

Page 48: Knowledge Box

Adolf Hitler became **leader** of the Nazi Party in 1921. The Nazi Party believed that:

- the Treaty of Versailles should have been **destroyed** and Germany should not have paid reparations
- only those of German blood should be allowed to live in Germany. This did not include **Jews**.
- it was necessary to take over land in **Eastern** Europe to provide 'living space' for Germans
- the elderly should be given **pensions**
- help should have been given to **small** businesses
- young people should be taught to love their country.

Page 48: Key Terms

Aryan – a non-Jewish Caucasian (blonde hair, blue eyes)

Master race – a people or nation whose members consider themselves genetically superior to all others

Pension – a fixed amount of money paid at regular intervals to people over a certain age

Propaganda – information, ideas or rumours deliberately spread widely to influence an opinion

SA – Sturmabteilung; Nazi Storm Troopers, a paramilitary organisation who used methods of violent intimidation

Swastika – the Nazi symbol

Page 49: Support Inferences

Source A: Adapted from the diary of Luise Solmitz, 23 March 1932. A schoolteacher, Solmitz was writing about attending a meeting in Hamburg at which Hitler spoke

What I can infer: *That Hitler was popular among many German people.*

Details in the source that tell me this: *'He is the rescuer of the scholar, the farmer, the worker and the unemployed.'*

Source B: A colourised photo of Hitler attending the Third Annual Nazi Party rally in Nuremberg, 1927

What I can infer: *That the military appearance of Hitler and the Nazis appealed to the Germany people.*

Details in the source that tell me this: *Hitler and his followers are dressed in a brown Nazi uniform. This is popular because you can see the number of flowers that have been thrown at Hitler on the floor by the car.*

5.4 Why did Hitler become Chancellor?

Page 50: Knowledge Box

In Hitler's control	Out of Hitler's control
Nazi promises of 'work and bread' Hitler's leadership Nazi propaganda	The Great Depression in Germany Fear of Communism Weak opposition from Social Democrats and Communists

Page 50: Describe the Differences between Two Interpretations

	Interpretation 1	Interpretation 2
Summary sentence	<i>The Nazis won support because of Hitler's own actions.</i>	<i>The Nazis won support because of events out of Hitler's control.</i>
Supporting quotation	<i>Repetition of 'he'. 'He was their greatest campaigning asset.'</i>	<i>'The depression brought out all the weaknesses of the Weimar Republic.'</i>

Page 51: Explain why Two Interpretations Differ

The interpretations may differ because they are partial extracts (parts of a book/speech/article).	Interpretation 1 includes only information about <i>the role of Adolf Hitler in the rise of the Nazi Party.</i>	Interpretation 2 includes only information about <i>the role of the Great Depression in the rise in the Nazi Party.</i>
The interpretations may differ because the authors have given a different emphasis of the reasons why Hitler became Chancellor in January 1933.	Interpretation 1 focuses on <i>the increased support as a result of the actions of Adolf Hitler and his popularity among the German people.</i>	Interpretation 2 focuses on <i>the events out of Hitler's control in causing a surge of support for the Nazi Party, in this case the Great Depression.</i>

Page 51: Explain Causes

Explain why support for the Nazi Party increased between 1929 and 1932.

Support for the Nazis increased between 1929 and 1932 because of events out of Hitler's control. The main event that the Nazis utilised for their benefit was the Wall Street Crash and Great Depression. In 1929, Wall Street crashed in America and because Germany was economically dependent on the USA, this led to the Great Depression in Germany. Banks collapsed, businesses went bankrupt and, by 1932, six million Germans found themselves unemployed. The Nazis used this event to promise the Germany people 'work and bread' at a time when they were desperate, which led to an increase in support for the Nazi Party.

Subsequently, the Nazi Party were clever enough to seize the opportunity given to them by the Great Depression between 1929 and 1932. With six million German people unemployed, the Nazis promised 'work and bread' as well as to destroy the Treaty of Versailles, give old people pensions and to remove Communism from Germany. This led to an increase in support for the Nazi Party because Hitler told the German people that he would give them what they needed and wanted at a time when they were desperate. Hitler and the Nazi Party were clever enough to use an event out of their control and turn it to their advantage.

Lastly, the Nazis exploited the opportunity provided to them by another factor out of their control; the German people's fear of Communism. After the Russian Revolution of 1917, German businessmen and landowners feared a similar communist revolution where they would lose their wealth. The Nazis used this fear and promised to destroy Communism. In turn, this led to German businessmen and landowners voting for them. Many may not have agreed with the actions and policies of the Nazi Party and Hitler, but they voted for them as they were the only possible party that could prevent the success of the Communist Party.

6 The Second World War

6.1 Why was there another world war in 1939?

Page 53: Knowledge Box

Adolf Hitler became **leader** of Germany in 1933 and was determined to make Germany great again.

Hitler had three main aims:

- To regain the **land** Germany lost because of the Treaty of Versailles following the First World War
- To unite all **German** speaking people in one **country**
- To make Germany **bigger** and stronger by taking land from other countries.

Page 53: Key Terms

Expansionism – a policy of expanding a country

Aggression – the actions of a state in violating by force the rights of another state, an unprovoked offensive attack or invasion

Rearmament – the policy to rearm a country with weapons and military

Appeasement – the policy of conceding to aggression

Sudetenland – an area of land in Czechoslovakia

Führer – German leader

Page 54: Understand Chronology

- 1933 – Hitler became Chancellor of Germany
- 1933 – Hitler directed the rearmament of Germany
- 1936 – Hitler sent his soldiers into the Rhineland
- 1938 – Germany troops marched into Austria
- 1938 – Churchill made speeches in parliament saying that Hitler had to be stopped
- 1938 – Munich Conference – appeasement
- 1938 – Hitler was allowed to take control of the Sudetenland
- 1939 – German soldiers took over the rest of Czechoslovakia
- 1939 – German troops invaded Poland
- 1939 – Britain declared war on Germany

Page 54: Identify Causation

Reason 1	Reason 2	Reason 3
<i>Hitler's aggression and expansionism – Hitler was determined to expand German territory throughout Europe</i>	<i>Treaty of Versailles – The treaty punished Germany too harshly causing Hitler, and many Germans, to seek revenge</i>	<i>The policy of Appeasement – Britain should have stopped Hitler earlier when he was weaker, rather than allowed him to expand Germany territory throughout Europe</i>

Page 55: Explain Causation

Point – There was another world war in 1939 because of *Hitler's aggression and policy of expansionism*.

Evidence – *From 1933, Hitler and the Nazi Party prepared for a war by introducing rearmament and increasing the size of the German army. This then allowed for the invasion of the Rhineland in 1936, Austria and the Sudetenland in 1938, and Czechoslovakia and Poland in 1939.*

Explain – This led to the Second World War because *Hitler's expansionism was not welcomed by the Allies. Following the Munich Putsch, Britain had promised to support Poland if the Nazi's invaded. When this did occur, it brought the world into another war.*

6.2 How were the lives of Londoners affected by the Second World War?

Page 56: Knowledge Box

In London, **gas masks** were given out from 1938 and over a million people, mostly **children**, were evacuated in 1939.

The first Blitz took place between 1940 and 1941. London was the target of the Germans as they used **bombs** to attack London. The **East End** was the first part of London hit. **Buckingham** Palace was hit on 13 September 1940.

On 10 May 1941, the **last** of the large raids of the Blitz, the House of Common's chamber was destroyed by a **fire** started by a bomb on the roof of the Palace of Westminster.

Page 56: Key Terms

Evacuation – when children were moved into the countryside to avoid the bombing

Andersen shelter – a small prefabricated air raid shelter

Morrison shelter – a movable air raid shelter

Blitz – an intensive or sudden military attack

Blackout – a period when all lights must be turned out or covered to prevent them being seen by the enemy during an air raid

Luftwaffe – German air force

Page 57: Support Inferences

Source A: Len Jones an East End resident, member of the Home Guard, and survivor of the war, from 'Beyond the Tower: A History of East London' by John Marriot, published in 2011

What I can infer: *That homes of civilians were destroyed*

Details in the source that tell me this: *'I could see the house had virtually disappeared.'*

Source B: From an article about the evacuation of London, published in The Times newspaper, 5 September 1939

What I can infer: *That families were separated by evacuation*

Details in the source that tell me this: *'The children went away'*

Page 58: Evaluate the Utility of a Source using its Content and Provenance

	Source A	Source B
Useful: content	<i>Source A tells us about the destruction to homes that the Blitz caused in London.</i>	<i>Source B tells us how families were separated by evacuation. However, this was positive for the children of London.</i>
Useful: provenance (NOP)	<i>An account from a survivor of the war who experienced the Blitz.</i>	<i>An article written in The Times to share accurate news of the events on the Home Front during the war.</i>
Limitations: provenance (NOP)	<i>It was just one man's experience of the Blitz. This destruction may not have happened across the whole of London, or outside of London.</i>	<i>It is an overview of the evacuation of children. Not all children may have had a positive experience during their evacuation.</i>

Page 58: Reach a Judgement about the Utility of a Source

Source A is useful for studying how Londoners were affected by *the bombing raids* during the Second World War. This is because *it describes the destruction to homes in detail.*

However, Source B is useful for studying how Londoners were affected by *evacuation* during the Second World War. This is because *it is a newspaper sharing information about the number of children and adults evacuated at the beginning of the war.*

6.3 How did the lives of Jews change during the Second World War?

Page 59: Knowledge Box

Correct statements:

- As soon as Hitler became leader of Germany, he introduced laws that made the lives of Jews more and more difficult.
- The Nazi plan to murder every Jew in Europe was called the 'Final Solution'.
- Between 1942 and 1945, 6 million Jews were killed in Nazi death camps.
- The mass murder of Jews under the German Nazi regime during the period 1941–45 is known as the Holocaust.
- The largest Nazi death camp was called Auschwitz-Birkenau.

Page 59: Key Terms

Anti-Semitism – hatred of the Jews

Boycott – to abstain from buying or using

Nuremberg Laws – two laws that excluded the Jews from German life, as well as taking away some of their natural rights

Kristallnacht – a Nazi pogrom throughout Germany and Austria on the night of 9 November 1938, during which Jews were killed and their property destroyed

Einsatzgruppen – a unit within the SS whose role it was to find and kill Jews in Russia

Final Solution – the Nazi policy to exterminate European Jews

Anschluss – the unification of Austria and Germany

Holocaust – destruction or slaughter on a mass scale

Page 60: Understand Chronology

1933 – Boycott of Jewish shops

1933 – Jews banned from becoming teachers

1935 – Nuremberg Laws* - from this point on all poor treatment of the Jews was justified because they were no longer citizens of Germany

1936 – Jews could not own a bicycle

1938 – Anschluss

1938 – Kristallnacht* - from this point onwards the violence towards the Jews increased

1939 – Invasion of Poland

1939 – Ghettos* - Jews were now separated from Germans

1941 – Invasion of Russia

1941 – Einsatzgruppen* - from this point onwards the Jews were mass-murdered by the Nazis

Page 61: Identify a Turning Point in History

See * above

Page 61: Explain a Turning Point in History

Turning point	How did the treatment of the Jews change?	Why did the treatment of the Jews change?
1935 Nuremberg Laws	From this point on the Jews were treated poorly by the Nazis and German people; Jews were not allowed to vote, marriages between Jews and non-Jews were banned and Jewish children were banned from German schools.	The Nuremberg Laws refused to recognise Jews as German citizens. This meant that they were viewed differently and justified their exclusion from daily German life.
1938 Kristallnacht	On the night of 9 November 1938, Jews were treated violently and nearly 100 were killed. This marked an escalation in the violence towards the Jews in Germany.	After the Anschluss, the Nazis inherited more Jews in German territory. It is believed that they needed to increase the violence shown to them in order to force them out of German territory more quickly.

1939 Ghettoes	After the Nazi invasion of Poland, ghettos were established to separate Jews and non-Jews.	After the invasion of Poland, the Nazis inherited an extra 3.3 million Jews in their territory. They needed to separate them from non-Jews, and used a system that would hopefully cause many to die from sickness and starvation.
1941 Einsatzgruppen	After the Nazi invasion of Russia, the Einsatzgruppen were used to mass-murder Jews in Russia.	The invasion of Russia led to the Nazis inheriting an extra 3 million Jews in their territory. The Nazis had to start to murder the Jews if they were going to remove them from their occupied countries in Europe.

Page 62: Write a Narrative

Write a narrative account analysing the key events of 1933–39 that led to the outbreak of the Second World War.

After Hitler became Chancellor of Germany in January 1933, he introduced conscription in Germany from 1935. This led to an increase in the number of men in the German army and the amount of weapons that they had.

Once Hitler had a larger army and more weapons, he used these to invade countries throughout Europe and expand German territory. In 1936, Hitler sent troops into the Rhineland. Following this, in 1938, the Nazis invaded Austria and unified Austria with Germany (the Anschluss). These successes gave Hitler more confidence and later in 1938 he invaded the Sudetenland.

Following the Nazis invasion of the Sudetenland in 1938, the countries of Europe and America met in Munich and the Munich Agreement was signed. This took place because of the British policy of Appeasement. As a result of this agreement, the British agreed that if the Nazi's invaded Poland they would support and defend Poland. The Nazi's invaded Poland in September 1939, and this led to the outbreak of the Second World War.

7 The Cold War

7.1 What are the differences between Capitalism and Communism?

Page 66: Knowledge Box

By the end of the Second World War, the **USA** and the **USSR** (Soviet Union) had emerged as the two most powerful countries in the world (also referred to as ‘Superpowers’). They had been on the **same** side when fighting Hitler, but they were very **different**. The USA was a **capitalist** country, while the USSR was a **communist** country.

Page 66: Key Terms

Communism – a system of governing a country where the ownership of property is by the state

Capitalism – an economic system in which investment, ownership and exchange of wealth of made and maintained by private corporations or individuals

Ideology – a belief that guides an individual or group

Superpower – an extremely powerful nation

Page 66: Describe Key Features

Key	
Capitalism	
Communism	

Private business	The government owns all companies	One party government
Wealth more equally shared among people	Two or more political parties to vote for	Great difference in personal wealth, but the majority of people are well off

7.2 Why was there a Cold War?

Page 67: Knowledge Box

By the end of WW2, the USA and the USSR (the **Soviet** Union) had become **suspicious** of one another. One reason for this was differences in the way these countries were run. The USA and USSR also disagreed about what should happen to parts of Europe which had been freed from **German** control at the end of the war. Two meetings between the sides failed to **resolve** these problems. Despite the bad feeling and threats exchanged between the two sides, no **fighting** took place. This is why it became known as the **Cold** War. If the two sides had have sent their **armies** into battle, it would have become a **‘hot** war’ like all of the others in history.

Page 67: Key Terms

Cold War – a war where two sides never actually fight

Hot war – a war where two sides do fight

Joseph Stalin – leader of the Soviet Union until 1953

Soviets – people living in the Soviet Union

Iron Curtain – a notional barrier separating the former Soviet bloc and the West prior to the decline of Communism

Nuclear weapons – bombs or missiles that use nuclear energy to cause an explosion

Page 68: Explain the Causes of a Historic Event

Statement	Cause	Explanation
There was a history of bad feeling. At the end of the First World War, Britain and the USA sent troops and supplies to help destroy the new Communist government.	Long-term	<i>This led to the Cold War because ... there was already an existing distrust and dislike between the two countries.</i>
Britain and the USA did not like Stalin's brutality during the 1930s. They remembered that he had signed a peace deal with Hitler just before the Second World War.	Long-term	<i>This led to the Cold War because ... Stalin had already shown the USA and Britain that he could not be trusted and would stab them in the back in order to advance himself, and Communism.</i>
Both sides developed nuclear bombs and feared one another's power.	Short-term	<i>This led to the Cold War because ... set against a relationship of dislike and distrust both sides now had weapons that they could use in a war to destroy the opposite side.</i>

Page 68: Reach a Judgement about Importance

The most important cause of the Cold War was *that both sides had developed nuclear bombs and feared one another's power.*

This was because *both sides now had the weapons to use in a war. The two sides had a history of dislike and distrust, but they now had the means to destroy one another.*

7.3 What was the significance of the Cuban Missile Crisis?

Page 69: Knowledge Box

Soldiers from the two major Cold War nations, the USA and USSR, never fought directly against each other, but in 1962 they came very close.

Cuba is an island just off the coast of **Florida**. In 1959, there was a **revolution** in Cuba led by Fidel Castro, who the USA considered to be a **Communist**. The USA looked for ways to remove Castro, and in 1961 there was a failed secret **invasion**. After this, the USSR began supplying **weapons** to Cuba. This made the USA feel even more threatened. In October 1962 a **spy** plane took pictures of nuclear missiles on Cuba. This started a crisis which nearly led to nuclear war because US President Kennedy imposed a naval blockade around Cuba to **prevent** Soviet missiles and equipment reaching the island. Khrushchev (the leader of the USSR) said he would use **nuclear** weapons in the event of a war. Eventually, Kennedy and Khrushchev managed to negotiate an end to the crisis.

Page 69: Key Terms

Revolution – an overthrow and replacement of an established government

Nuclear missiles – weapons that employ a nuclear reaction for their explosive power

Kennedy – President of the USA during the Cuban Missile Crisis

Khrushchev – leader of the Soviet Union during the Cuban Missile Crisis

Naval blockade – a war measure that isolates an area of importance to the enemy

Bay of Pigs – the location of the failed invasion of Cuba by the USA

Page 70: Categorise Consequences

Consequence	Superpower	Importance
The USSR agreed to remove all nuclear weapons from Cuba and began to do so almost immediately.	USA	<i>The USA no longer felt threatened by a nuclear attack from a nearby island; Cuba.</i>
Relations between the two superpowers improved, with the USA selling grain to the USSR.	BOTH	<i>Trade between the two countries began and both benefited.</i>
The USA and USSR agreed to stop testing nuclear weapons above ground and under water.	BOTH	<i>Both countries no longer used their weapons tests to threaten one another.</i>

Page 70: Explain Causes

Explain why there was a Cold War in the twentieth century.

There was a Cold War in the twentieth century because of the history of bad feeling between the United States of America and the Soviet Union. At the end of the First World War, Britain and the USA sent troops and supplies to help destroy the new Communist government that had formed under Lenin following the Russian Revolution. This led to the Cold War because there was already an existing distrust and dislike between the two countries that would later threaten one another with war.

Another reason for the Cold War in the twentieth century was because Britain and the USA did not like Joseph Stalin's brutality during the 1930s. During the 1930s, Stalin had used terror against the middle classes in Russia and many had been sent to gulags and treated aggressively. They remembered that he had signed a peace deal with Hitler, the Nazi-Soviet pact, in 1939 and saw this as a betrayal. This led to the Cold War because Stalin had already shown the USA and Britain that he could not be trusted and would stab them in the back in order to advance himself and Communism.

Lastly, the Cold War took place in the twentieth century because both the USA and the Soviet Union had developed nuclear weapons. The USA first used nuclear weapons against the Japanese at the end of the Second World War at Hiroshima and Nagasaki. Following this, both countries continued to develop and test nuclear weapons to demonstrate one another's technological advances. This led to the Cold War because, set against a relationship of dislike and distrust, both sides now had weapons that they could use in a war to destroy one another.

8 Thematic study: The changing nature of warfare, c.1700 to present day

8.1 What was warfare like between c.1700 and the present day?

Page 72: Knowledge Box

War/battle	Date
Second World War	1939–45
First World War	1914–18
Boer War	1899–1902
War on Terror	2001–2013
Battle of Waterloo	1815
Cold War	1947–91
Invasion of Iraq	2003
Crimean War	1853–56
Battle of the Somme	1916
Battle of Balaclava	1854

Page 72: Key Terms

Machine gun – an automatic gun that fires bullets in rapid succession for as long as the trigger is pressed

Chemical weapon – a weapon that uses chemicals to inflict harm or death on humans

Nuclear weapon – a bomb or missile that uses nuclear energy to cause an explosion

Precision guided missile – a weapon intended to precisely hit a specific target

Drone – an unmanned aircraft that can navigate without human control

Propaganda – information, ideas or rumours deliberately spread widely to influence an opinion

Censorship – the prohibition of any parts of books, films, news that are considered obscene, politically unacceptable or a threat to security

Terrorism – an unlawful use of violence and intimidation, especially against civilians, in the pursuit of political aims

Page 73: Understand Chronology

Battle of Waterloo	1815	Guns were used
Crimean War	1853–56	The British army consisted of approximately 25,000 men
Battle of Balaclava	1854	Fought with guns
Boer War	1899–1902	Men volunteered to fight in the Boer War alongside the British army
First World War	1914–18	Fought in the trenches using machine guns, rifles and gas
Battle of the Somme	1916	Greatest military defeat in British history. 55,000 men died on the first day.
Second World War	1939–45	Fought by the army, navy and air force
Cold War	1947–91	No fighting actually took place between the USA and USSR. Key: the threat of nuclear weapons.
War on Terror	2001–2013	Military campaign launched after the September 11 attacks in the USA in 2001
Invasion of Iraq	2003	Official troops were used. No volunteers.

10.2 When, and how, did warfare change after 1700?

Page 73: Knowledge Box

In 1700, soldiers went to war with basic **guns** and cavalymen still used **swords** in cavalry charges. By 1900, powerful **artillery** dominated the battlefield. However, by the end of the twentieth century, **nuclear** weapons were a threat. In the nineteenth century, it was difficult for the British Army to attract recruits. Life in the British Army was harsh, with strict **discipline**, including floggings, low pay and drill training. The commitment to the Army was for **life** – with recruits agreeing to serve for 21 years. Joining the Army infantry was seen by many civilians as the **last** resort for those who had little else. In the twentieth century, this changed. **Conscription** was used to recruit soldiers for war from 1916. However, in 1960 this returned to being entirely **voluntary**. **Women** were recognised as being part of the Army from 1949. Today, joining the Army is a **professional** and well-paid career choice.

Page 74: Key Terms

Artillery – the use of mounted guns; mobile or stationary, light or heavy

Cavalry – soldiers on horseback

Discipline – training to act in accordance with rules

Drill training – the training of soldiers, such as marching

Conscription – compulsory enrolment of persons for military or naval service

Professional – following an occupation as a means of livelihood

Page 74: Make a Judgement about Pace of Change

Pace of change means *the speed by which change occurs*

Rapid means *very fast*

When did change in warfare become more rapid after c.1700?

1916

Evidence for this:

- Conscription was used to recruit soldiers
- Artillery was used on the battlefield
- The First World War involved the army, air force and navy
- Civilians were greatly affected by the First World War

8.3 Why did warfare change after c1700?

Page 75: Knowledge Box

New weapons are said to have changed the nature of warfare. But the change brought about by new weapons was rarely **immediate**. For example, **tanks** first showed their potential in the First World War, but did not really transform the nature of warfare until the Second World War (1939–45).

The Government took a more active role in **funding** weapons after the First World War, having seen how crucial technology was to **winning** wars.

The **media** have become more important in influencing attitudes to war since 1900. Media has presented the public with a more 'real' view of conflict and of its horrors, including civilian **casualties** and military errors. Modern attitudes are likely to be **less** supportive of Britain going to war than they were in 1900.

However, Infantry remain the largest part of the British Army and armies still rely on motorised **transport** for the movement of troops, equipment and supplies.

Page 75: Key Terms

Civilians – persons not in the armed services

Casualties – persons killed or injured in a war

Page 75: Key Factors

Government – the group of people with the authority to govern a country or state and influence warfare

Media – the main means of mass communication (broadcasting, publishing) that can influence warfare

Science – the study of the structure and behaviour of the physical and natural world through observation and experiment. This new learning can change warfare.

Technology – the application of scientific knowledge for practical purposes in warfare

Communications – the imparting or exchanging of information linked to warfare

Attitudes in society – people's beliefs about warfare

Page 76: Identify the Causes of Change

Factor	How this led to change in warfare
Government	<i>The government made a decision to introduce conscription during the First World War. This led to a change in warfare as men with little training were forced to fight for their country.</i>
Media	<i>The media showed images of warfare to the British public, for example during the Falklands War. This can increase support for a war. However, it can also lead to opposition to a war from the population of a country.</i>
Science	<i>New knowledge of chemicals has led to a use of chemical weapons in warfare, for example napalm during the Vietnam War.</i>
Technology	<i>Advances in technology have led to changes in the weapons used in warfare, for example drones are now used to carry out attacks. This has taken away the need for a human to control weapons.</i>
Communications	<i>With advances in the internet, military tactics can be shared much quicker and acted upon more quickly in warfare.</i>
Attitudes in society	<i>From 1949, women were accepted into the armed forces. It was recognised that women were able to carry out the same duties as men. Today, you will find equality in the armed forces between men and women.</i>

Page 76: Explain Change

Point – Warfare changed since 1700 because of *advances in science and technology*.

Evidence – *The weapons used in warfare have changed from swords and guns in the early eighteenth century, to tanks at the beginning of the twentieth century in the First World War. And, then to chemical and nuclear weapons in the twenty-first century. Today, drones are used to attack in warfare.*

Explain – *This led to change because this shows the advances from weapons controlled by a member of the armed forces, to weapons that require no human control at all. The munitions industry is now looking for technology that can be used in warfare to cause the maximum damage without too much risk to the members of the armed forces.*

Page 77: Explain Change

Explain one way in which weapons of war were different in the nineteenth and twentieth centuries.

Weapons during the nineteenth century *included guns and heavy artillery.*

However, weapons by the twentieth century *are chemical and nuclear weapons.*

These changes in weapons took place because *of advances in scientific understanding of chemicals and the demands made on technology to cause maximum damage.*