

Task	Due Date	Checked/ Marked
*Review 1: Year 7		
*Keywords 1: France in 1789		
Meanwhile Elsewhere 1: America		
*Knowledge Organiser 1: France in 1789		
Interpretations 1: Stephen Clarke		
*Keywords 2: Impact of Revolution on France		
*Keywords 3: Industrial Revolution		
Meanwhile Elsewhere 2: Australia		
*Knowledge Organiser 2: Industrial Revolution		
Interpretations 2: Jeremy Black		
Meanwhile Elsewhere 3: India		

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# Learning Booklet

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Term 1    Year 8

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The History Department

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\*these tasks are ones you will be quizzed on, throughout the year and at the end of the year

**Name:**

\_\_\_\_\_

**Teaching Group:**

\_\_\_\_\_

**Teacher:**

\_\_\_\_\_

## Reviewing Yr7 History:

**CHRONOLOGY**: How much can you remember? Write as many events as you can recall on the timeline below - can you add dates?

Skill	What does it mean you think about? Can you give an example from your Year 7 studies of when we used this skill?
CAUSE CONSEQUENCE	
CONTINUITY CHANGE	
SIGNIFICANCE	
SOURCES	
INTERPRETATIONS	

**What can you remember about...**

**The Church and religion:**

**The monarchy (kings and queens):**

**War:**

**Society:**

**Power:**

**Other countries:**

## Keywords 1: France in 1789

Bastille	An old fortress, had been used as a prison and gunpowder store
Constitution	List of rules on how the country should be run
<i>Sans culottes</i>	'Without knee breeches' urban workers who supported the revolution
Direct taxes	Taxes paid directly to the tax-collector
Estates General	Meeting of representatives of all three Estates. Had to be called by the monarch
First Estate	Highest level of French society, the clergy
Guillotine	Mechanical method of execution by beheading
Indirect taxes	Taxes paid on goods bought e.g. salt tax (gabelle)
Second Estate	Middle level of French society, the nobles
Third Estate	Lowest level of French society, the middle classes and labourers (peasants)

Learn these words and definitions as you will be tested on them; try to make sure you can also spell them correctly 😊

You also need to go back and study your last set of keywords from Year 7 as they will be assessed when we quiz you on these 😊

In 1789 French citizens were tiring of King Louis XVI **meanwhile elsewhere** the **USA** elected its first President.

The United States presidential election of 1788–89 was the first quadrennial (look this word up if you aren't sure) presidential election. It was held from \_\_\_\_\_ to \_\_\_\_\_. It was conducted under the new United States Constitution, which had been ratified earlier in 1788. In the election \_\_\_\_\_ was elected for the first of his two terms as president, and \_\_\_\_\_ became the first vice president.

### Questions

Why was the pool of voters quite small? (Think about who might have been entitled to vote at this time)

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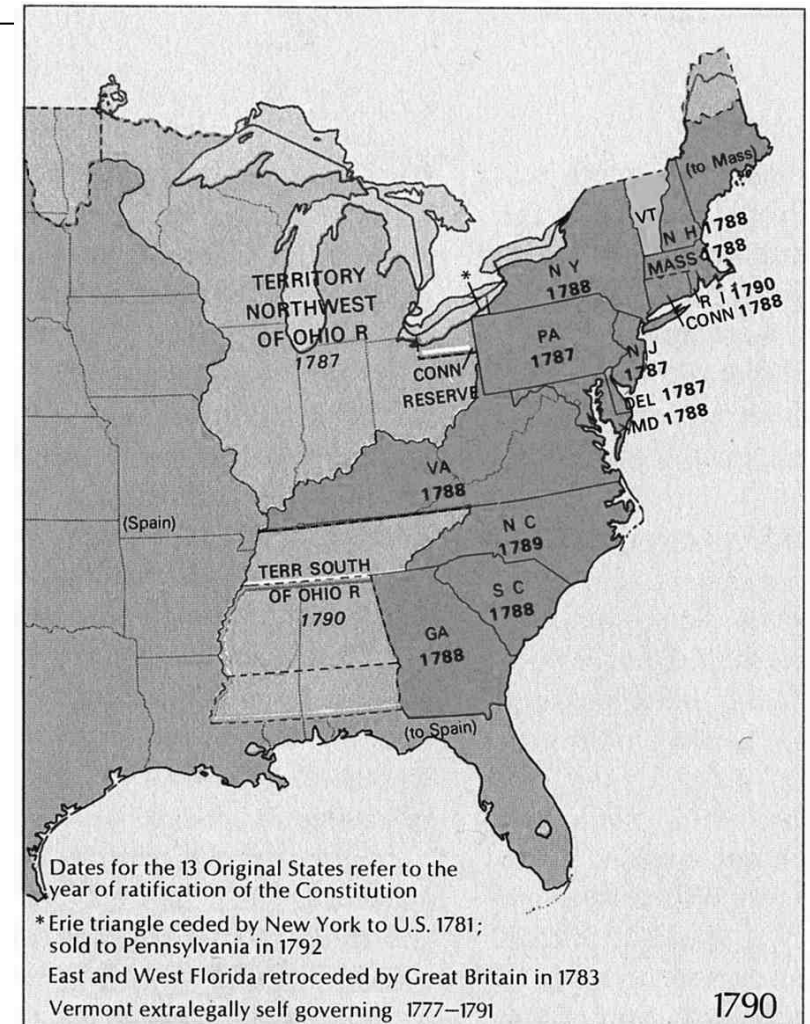
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How many stars and stripes did the flag of the United States have:

In 1788



Today



"We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. — That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, — That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to affect their Safety and Happiness."

The Declaration of Independence, July 1774

Challenge: Identify any ideas which are similar to those talked about in France in 1789

Were there any tricky words on these two pages? If so, write them below and see if you can find the relevant definition:




Constitution:



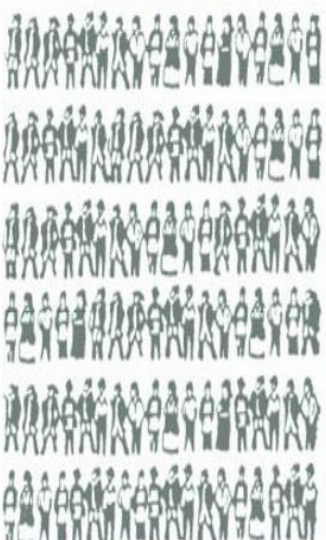
### Useful websites

<http://ourwhitehouse.org/history-civics/presidents/>

[http://www.usa4kids.com/presidents/George\\_Washington.html](http://www.usa4kids.com/presidents/George_Washington.html)

# Knowledge Organiser: France 1789-99

 <p><b>Louis XVI</b> <b>ABSOLUTE MONARCH</b> Preferred personal interests to governing; indecisive; influenced by his wife</p>	 <p><b>Marie Antoinette</b> - Austrian; people thought she spent too much money</p>	 <p>Financial issues: unfair taxation; huge state debt; overspending; selling government jobs</p>
New Ideas: Liberte; fraternite; egalite	Complaints: <ul style="list-style-type: none"> <li>high taxation without representation</li> <li>Feudalism and unfair application of the law</li> </ul>	

First Estate	Second Estate	Third Estate
 Clergy 1% of the people owned 10% of the land	 Nobles 2% of the people owned 25% of the land	 Middle class, peasants, city workers 97% of the people owned 65% of the land

05 May 1789	The <b>Estates-General</b> meets at Versailles, first meeting since 1634
17 June 1789	The Third Estate meets separately and declares itself to be a <b>National Assembly</b> . King Louis closes their meeting place so they move to a nearby tennis court
20 June 1789	Members of the National Assembly take an <b>oath</b> not to disband until a <b>constitution</b> is established ( <b>Tennis Court Oath</b> )
27 June 1789	Louise XVI legalises the National Assembly, permitting all three estates to meet together and vote
14 July 1789	Parisian mob storms the <b>Bastille</b> hoping to find weapons.
14 August 1789	Nobles and Clergy in the National Assembly, out of fear, renounce their privileges, ending <b>feudalism</b>
August 1789	Creation of the <b>Declaration of the Rights of Man</b> and the Citizen
05 October 1789	<b>March on Versailles</b>
June 1791	Unsuccessful attempt of the Royal Family to flee France
September 1791	<b>National Assembly</b> proclaims the <b>constitution</b> with Louis as a constitutional <b>monarch</b>
20 April 1792	France declares war on Austria
September 1792	<b>September Massacres</b> , 1,000 prisoners murdered in Paris
21 September 1792	<b>National Convention abolishes</b> the monarchy, establishes a republic and tries Louise XVI for <b>treason</b>
November 1792	<b>Edit of Fraternity</b>
December 1792	Louis is put on trial by the <b>National Convention</b> , accused of <b>treason</b>
21 January 1793	Louis XVI is <b>guillotined</b> in Paris. Queen Marie Antoinette is also <b>guillotined</b> soon afterwards
1793	National Convention starts a new de-Christianised calendar
April 1793	Power of execution given to the <b>Committee of Public Safety</b>
July 1793-July 1794	<b>Reign of Terror</b> – anyone seen as against the revolution is executed
23 July 1794	Robespierre is arrested and guillotined the next morning
October 1795	<b>National Convention</b> dissolved, the <b>Directory</b> established & <b>Napoleon</b> charged with protecting it
09 November 1799	A <b>coup d'état</b> establishes Napoleon as the <b>First Consul</b> of the <b>French Republic</b>

# Interpretations 1: French Revolution

Stephen Clarke: The French Revolution & What Went Wrong (2018)

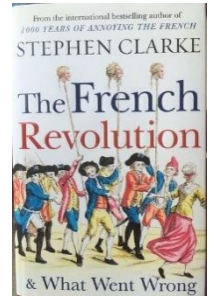
## Tricky words:

*Bourgeois* – middle class

*Lumiere* – light

*Democratic* – sharing power through voting

If there are any other words you find difficult underline them then look them up in the dictionary.



What does Clarke say about life in France in 1789?

What does Clarke think about the idea of Louis XVI being only interested in watches, locks and hunting?

In 1789, for a large proportion of people in France – and not just the money-grabbing aristocrats and their bourgeois imitators – life was getting better. Very slowly, in many cases, it was true, because of the crushing weight of taxes on the poor. But overall, there did seem to be a sense that the *lumière* of progress and prosperity would soon shine on most classes of society, if not today then one day soon, and without the need for violent revolution.

The image of Louis XVI as a man who did little but hunt, make watches and locks and allow his wife to spend France's tax income has been carefully constructed over the two centuries or so since his head was cut off. Today, it is much easier to explain away the violence of the Revolution if it looks as though it was all worthwhile.

What does Clarke say Louis XVI was trying to do as monarch of France?

It's true that hunting was probably Louis XVI's one true passion, but, as we have seen, this didn't stop him trying to improve the lot of his subjects. And his desire to develop a more democratic (within reason) and more modern France extended far beyond reforming the tax system and improving prisons, hospitals and harbours. Like Necker, who loved the word *lumière* so much, and even Archbishop Brienne, the friend of Voltaire, Louis XVI was a man who wanted to nurture an innovative, dynamic France that would become a key player on the world stage, as a competitor to the economic might of Britain and the newly emerging independent America. The key to this, he thought, was education.



## Keywords 2: Impact of the Revolution on France

Active citizen	Paid tax
Passive citizen	Paid no tax
Democracy	Right to vote and people to rule themselves
Abolished	Removed completely
Assignat	New paper currency
The Reign of Terror	Period of time where many people died
Citizen	Someone who has full rights in society
Declaration of the Rights of Man	Statement of beliefs made by the National Assembly
Radical	Someone who thinks there should be great change in society
Counter-revolution	Rebelling against a revolution

Learn these words and definitions as you will be tested on them; try to make sure you can also spell them correctly 😊

Also remember to revise the previous set of words...

# Knowledge Organiser: Britain in 1700/1900

	Transport	Education	Industry	Politics	Trade	Empire
1900	As 1700 + canal barges (declining again); railways all across England; steam ship; improved roads; bicycles and cars; London underground	Compulsory education 5-12 year olds; many people could read and write; 10 universities, newspaper & book publishing was expanding	75% of people lived in towns Factories; steam powered machines; coal, iron, steel & textiles biggest employers	Most men could vote, no women Government played a bigger part in everyday life Monarch had fewer powers	No more slavery, Britain's dominance was declining	Controlled a third of the land mass of the globe
1700	Few forms of transport; foot, horse & cart; river barge; stage coach, sail boat	No compulsory education, few people in England could read or write; 'dame' schools; two universities	Cottage industry; water powered looms; mining; farming food/wool were biggest employers 80% of people worked in the countryside	King had few powers than previous centuries; parliament passed laws; 5% of the population could vote (no women!)	Slave trade flourished, trade was used to take control of other parts of the globe, expanding the empire	Growing empire based around the triangular trade with the American colonies

1700	Average person consumes 4lbs of sugar per year
1708	Abraham <b>Darby</b> opens a cast iron works in Coalbrookdale
1733	Richard <b>Arkwright's</b> 'flying shuttle' speeds up weaving
1753	120 sugar refineries in England
1770	<b>520 Turnpike Trusts</b>
1770	1/3 of Manchester's textiles <b>exported</b> to Africa; 1/2 to the West Indies
1771	Cromford Mill opens – using water power to spin thread
1771	106 ships per year sail from Liverpool to buy and sell slaves
1776	Bridgewater <b>canal</b> completed
1782	<b>Boulton</b> and <b>Watt patent</b> the rotary steam engine, used to power many industries from textiles to brewing
1785	First <b>Enclosure Act</b> ends medieval farming practices
1800	Average person consumes 18lbs of sugar per year
1801	Population of London one million
1802	West India Docks open on the Isle of Dogs, London
1805-86	9 further new docks are built in London
1807	Slave trade <b>abolished</b> by Parliament
1816	First <b>Parliamentary</b> Committee investigating working conditions in mills and factories
1825	First passenger <b>railway</b> Stockton-Darlington opens
1830	<b>1,000 Turnpike Trusts</b>
1830	Liverpool-Manchester Railway opens
1831	Agricultural labourers riot and attack machines
1832	'Great' Reform Act gives the vote to around 20% of men
1833	Slavery <b>abolished</b> by Parliament
1834	<b>Poor Law</b> reform introduces the <b>Workhouse</b>
1840	3,000 miles of canals across England
1844-48	Railway 'mania' hundreds of miles of track are laid across England
1847	Factory Act limits the working day to 10 hours for women
1851	The <b>Great Exhibition</b> , 6 million people visit the exhibits which come from across the globe
1863	First underground railway – Metropolitan Line – opens in London
1888	'Match Girl's Strike' for better working conditions – and win!
1889	Dock workers strike for better working conditions – and win!
1889	Charles Booth publishes a report on appalling living conditions in the East End of London
1901	Population of London seven million

In the 19<sup>th</sup> Century, the Industrial Revolution occurred in Britain **meanwhile**

**elsewhere** Australia was 'discovered' by Europeans.

KEY INFORMATION:

Australia was discovered by Europeans in \_\_\_\_\_. It was discovered by the British Captain \_\_\_\_\_.



Where is Australia?

Shade Australia on the world map above and add a line showing ships travelling from Britain to **Western** Australia.

**Timeline**

**1770:** Captain James Cook lands on the more hospitable east coast of Australia and claims it for Britain.

**1804:** Hobart Town is established in Van Diemens Land which is now known as Tasmania.

**1833:** Port Arthur opens as a penal settlement in Tasmania.

**1851:** The gold rush begins near Bathurst in New South Wales.

**1853:** The last convicts are shipped to Tasmania.

**1868:** The last convicts are transported to Australia.

**1901:** The Commonwealth of Australia becomes a reality.

QUESTIONS:

Why were convicts sent to Australia?

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Why did Britain stop sending convicts to Australia?

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WHAT CAN YOU INFER FROM THE SOURCE ABOUT THE JOURNEY TO AUSTRALIA?

***Letter by unknown convict published in London newspapers in 1791***

'Oh! If you had but seen the shocking sight of the poor creatures that came out in the three ships, it would make your heart bleed; they were almost dead; very few could stand, and they were obliged to fling them as you would goods; and hoist them out of the ship, they were so feeble; and they died ten or twelve of a day when they first landed; but some of them are getting better...

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[http://encyclopedia.kids.net.au/page/hi/History\\_of\\_Australia](http://encyclopedia.kids.net.au/page/hi/History_of_Australia)

<http://vcp.e2bn.org/justice/page11384-convict-life-in-australia.html>

[https://www.digitalpanopticon.org/Convicts\\_and\\_the\\_Colonisation\\_of\\_Australia,\\_1788-1868](https://www.digitalpanopticon.org/Convicts_and_the_Colonisation_of_Australia,_1788-1868)

### Keywords 3: Industrial Revolution

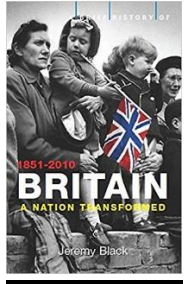
Spinning	Turning fibres into thread for weaving cloth
Canal	Manmade waterway
Turnpike roads	Better quality private roads where you paid a toll to use them
Industry	Making goods for sale
Mills	Where cotton fibres were turned into cloth
Reform	Trying to improve something
Triangular trade	Trading goods and slaves between Britain, West Africa and the American colonies
Empire	One country controlling several other countries
Radical	Great change
Democracy	Allowing people to participate in government by voting

Learn these words and definitions as you will be tested on them; try to make sure you can also spell them correctly 😊

Also remember to revise the previous set of words...

## Interpretations 2:

Jeremy Black: Britain – A Nation  
Transformed 1851-2010



### Tricky words:

*industrialisation* – change from man to machine

*economy* – to do with money and business

If there are any other words you find difficult underline them then look them up in the dictionary.

### Industrialization

The growth of the rapidly expanding centres and areas was based on a key element in the changing country: industrialization. Industry had been an important element in Britain's economic development in the eighteenth and early nineteenth centuries, but the widespread application of steam power and factory methods of production across most of the range of industrial activity did not occur until the mid-nineteenth century. Employment opportunities drew labour to expanding industrial cities and, in turn, their populations provided multiple opportunities for industries, services and agriculture.

Economic transformation was seen across the economy – in industry, trade, finance, transportation and agriculture, with the impact of what was later called the Industrial Revolution proving particularly impressive. The British economy had not only changed greatly from the early eighteenth century, but had also developed powerful advantages over foreign states, notably France, in manufacturing and trade. A culture of improvement lay at the heart of much British economic, intellectual and other innovation, and this belief in the prospect and attraction of change moulded and reflected a sense of progress. These and other advantages greatly impressed informed overseas visitors, helping to lead them to a cult for 'Britishness' as a testimony to progress; though these visitors were prone to ignore the extent and impact of periodic economic depressions.

Alongside production, the consumption of goods and

When does Black argue most industrial change occurred?

How significant was the Industrial Revolution according to Black?

In the 1850s, the INDUSTRIAL REVOLUTION was in full swing in Britain **meanwhile**

**elsewhere** Indians rebelled against the British East India Company

KEY INFORMATION:

The Indian Rebellion of \_\_\_\_\_ began as a mutiny of \_\_\_\_\_ of the British East India Company.



On the map above mark India and Britain; on the map below mark Delhi; Lucknow, Kanpur and Jhansi



**Timeline**

What key dates of the rebellion can you find?

QUESTIONS:

What is a colony?

What was the British East India Company?

What was a sepoy?

How many sepoys refused to use the cartridges?

How did the British respond to their refusal?

How did the sepoys react to British action?

CAUSES and CONSEQUENCES:

Can you give three causes of the Great Rebellion?

- 1.
- 2.
- 3.

Can you give three consequences of the Great Rebellion?

- 1.
- 2.
- 3.

[https://www.ducksters.com/geography/country/india\\_history\\_timeline.php](https://www.ducksters.com/geography/country/india_history_timeline.php)

[https://kids.kiddle.co/Indian\\_Rebellion\\_of\\_1857](https://kids.kiddle.co/Indian_Rebellion_of_1857)

<https://kids.britannica.com/students/article/Sepoy-Revolt/276991>

**YOUR SPACE FOR EXTRA KEYWORDS:**

**YOUR SPACE FOR EXTRA NOTES:**