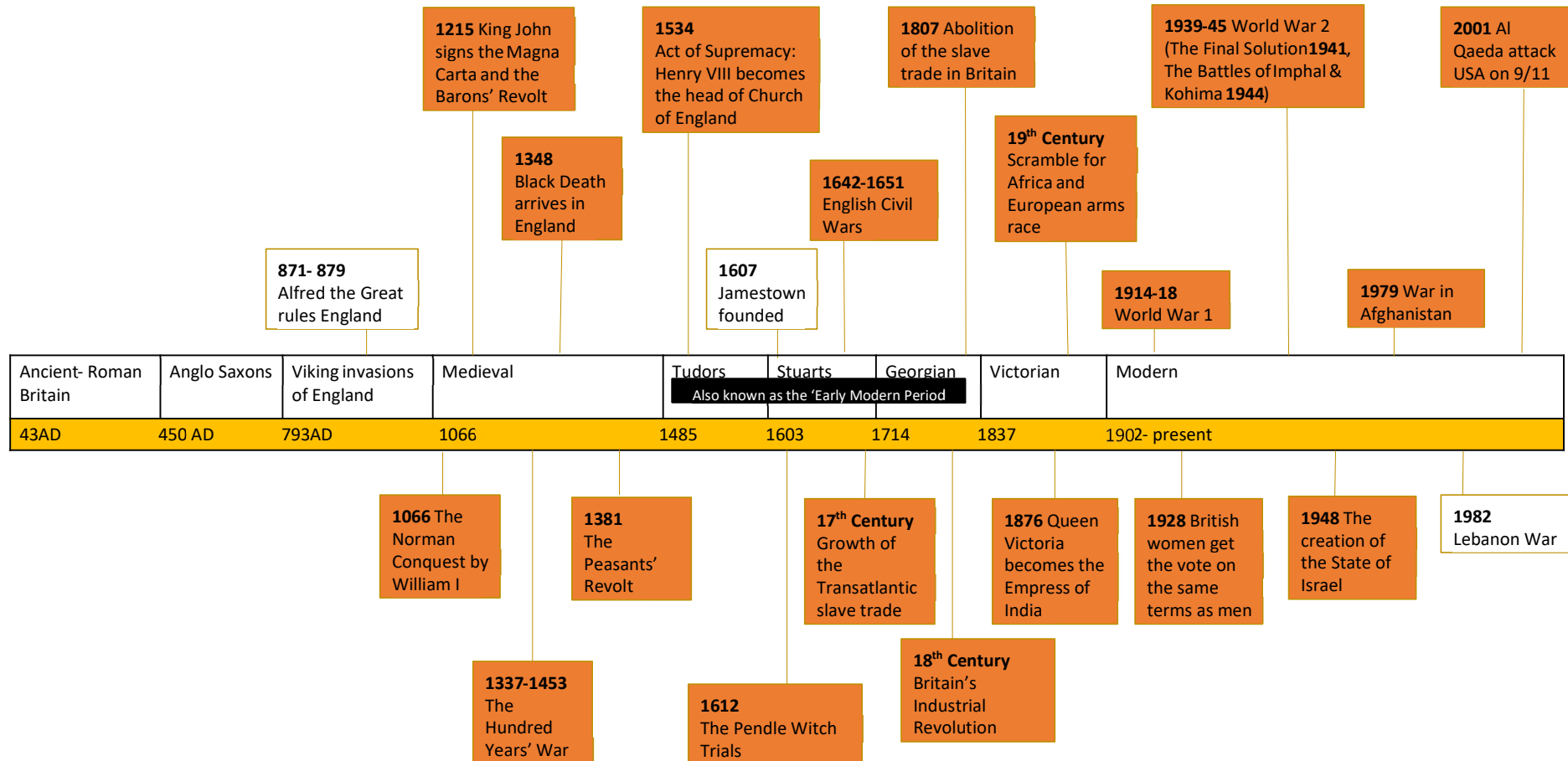


YEAR 8 ASSESSMENT 2 REVISION GUIDE AND WORKBOOK  
*HISTORY*

# KS3 History Timeline: Key Dates and Themes

Revision Activity: Learn the key dates highlighted in the shaded boxes.





## Assessment 2 Knowledge Organiser Part 1

### Key People

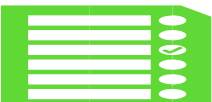
<b>King John</b>	King of England at the time of the Baron's Revolt. He signed the Magna Carta, limiting the powers of the monarch.
<b>Edward III</b>	The king of England who started the 100 Years War by claiming the crown of France.
<b>Wat Tyler</b>	Leader of the rebels who marched on London as part of the Peasants' Revolt

### Key Terms

<b>The feudal system</b>	The feudal system introduced by William the Conqueror. The king was at the top and owned all land. He lent some of his land to barons, who lent some of that to their knights, who lent some of that to their peasants. In return for the land, people had to promise to be loyal and to fight. The peasants also had to promise to work on their lord's fields and do his farming for him.
<b>The Magna Carta</b>	An official document which outlined the powers that monarch (king or queen has). It says that even monarchs have to follow the law and that people have the right to a fair trial.

### Key Events

<b>Living in the medieval period</b>	<b>ILLNESS:</b> People did not live as long as they do now. No one knew what caused illness or disease. They thought it was caused by bad smells or because it was God punishing them for their sins. This lack of knowledge meant that people could not treat diseases. They could not stop plagues like the Black Death from killing a third of the population of England, a significant change to the population of the country in the medieval period. <b>RELIGION:</b> People in England were very religious. They thought that God controlled everything. Most people could not read or write and they depended on their priest to tell them important news when they went to Church. This gave the Church a lot of power. <b>SOCIETY:</b> Society was structured into the <u>feudal system</u> . Most people were peasants and lived in the countryside farming. They were split into serfs (who could not leave the land of their lord) and freemen (who could leave). Some people learnt trades like making arrows or thatching roofs. There were a few towns and cities in England. The people who lived in towns were mostly craftsmen.
<b>The Barons' Revolt</b>	King John was accused by his barons of abusing his power as king. For example, he would raise and collect taxes and imprison people without good reason. King John grew even more unpopular as England was losing wars abroad. This caused the barons to build an army against him. John had to negotiate with the barons, who forced him to sign the Magna Carta in 1215. This set out guidelines of how the king should rule and reduced his power. However, King John broke the agreement as soon as he could. This triggered another Barons' Revolt.
<b>The Hundred Years' War</b>	The 100 Years War started when the old king of France died without a son. King Edward III of England (whose mother was related to the old French king) claimed that he should be the next king of France, but the old king's nephew disagreed. In addition, King Edward wanted to regain land in France that England had lost in conflicts in the previous century. France also attacked England, raiding along the south coast. This was the first conflict to see the use of gunpowder and cannons in battle. The war led to many changes in England including the building of new castles to protect England from being attacked by French ships, growth of the English language as the wealthy lords stopped using French and the development of a stronger parliament in England as the king had to work more closely with the lords to raise taxes to pay for the war. Although the fighting went on for many years, a key consequence of the war is that England lost a lot of land in France and there was a growing tension between the two countries.
<b>The Peasants' Revolt</b>	After the Black Death (1348) lots of peasants had died but were still forced to work the land and pay taxes. The remaining peasants wanted better treatment and so started demanding higher wages. At the same time, England was fighting the 100 Years War. The king needed to raise money for soldiers and so started collecting a series of poll taxes. The peasants wanted more rights and not to be taxed so highly- these were the main causes of the revolt. The peasants, led by Wat Tyler, decided to march to London and demand that the king change things. The king met them and promised to alter things after killing their leader Wat Tyler. This caused the peasants to go home, but in the end the king did nothing and no real changes were made to how the peasants lived their lives.



## Assessment 2 Knowledge Organiser Part 2

### Key People

<b>James I</b>	The first Stuart king of England. The first permanent American colony Jamestown, was named after him. His book, Daemonologie, encouraged the persecution of people as 'witches' across England.
<b>Prince Rupert</b>	The nephew of King Charles I who was a Royalist cavalry commander during the First English Civil War. He had a poodle called Boy.

### Key Terms

<b>Persecution</b>	hostility and ill treatment against a person/ people because of their race, religion or political beliefs.
<b>Royalist</b>	A person who supported or fought for Charles I during the English Civil Wars

### Key Events

<b>The Reformation in England</b>	The Reformation begun when a monk, Martin Luther accused the Catholic church for being corrupt and suggested ways in which it could reform. Martin Luther was accused of being a heretic, but his ideas created a new form of Christianity – Protestantism. The Reformation spread to England when Henry VIII started the new Protestant Church of England by passing a law called the Act of Supremacy. This was so he could divorce his first wife, Catherine, and marry Anne Boleyn who he hoped would provide him with a son. There were many consequences of the Reformation. The English monarch was now head of the Church of England, giving him/her more power over the Church and removing the influence of the Pope. In order to pass the Act of Supremacy, Henry VIII had to work more closely with parliament, which gave them more power too. Catholic monasteries in England were closed down and stripped of their wealth (which went to Henry).
<b>The Pendle witch trials</b>	In 1612, male and female members of the Chattox and Demdyke families who were accused of witchcraft in a small English village of Pendle (in northern England). Jennet Device (an eight-year-old girl) gave evidence which proved the case against members of her own family. Out of the 12 people who were accused of being witches, 10 were executed. The persecution of the Pendle witches can be explained by local rivalry between the two families and the influence of King James I, who wrote about witches and how they should be punished. In addition, Old Demdike had a history of using herbs to create medicine, which increased people's belief that she was a witch.
<b>The English Civil Wars</b>	The Civil Wars were fought between King Charles I and parliament. King Charles I thought that he had a God given right to rule exactly as he pleased and only call parliament to grant him money. Parliament felt that they should not be ignored by the king. They also disagreed with the way that the king ruled and the taxes he had been imposing on the country, particularly ship tax. Both sides fought a Civil War which was eventually won by Parliament. After the Civil War, King Charles I was executed on 1649 and the country became a Commonwealth (meaning not ruled by a king) for 11 years. The Civil War caused a lot of upheaval. People in the same town or village could support different sides. This made people very suspicious of their neighbours and there was an increase in witchcraft accusations. During, it was claimed King Charles' nephew (Prince Rupert) had a dog who was a familiar and who could communicate with the Devil.
<b>The Transatlantic slave trade.</b>	The slave trade started as early as the 17th Century. Ships travelled from England to Africa (the outward passage), carrying iron goods to trade for slaves. From Africa the slaves travelled by boat via the Middle Passage to America and the Caribbean. After selling the slaves, the boat would return to England, having using the money from the sale of slaves to purchase goods that people wanted in England such as sugar, timber and rum. This route is more commonly known as the triangular trade. The slaves were transported to America in especially designed ships. The conditions were terrible. The cramped conditions and poor sanitation (cleanliness) meant that slaves often got sick from different diseases. When the enslaved Africans arrived in America/ the Caribbean they were sold at an auction. Many would go on to work on plantations, growing and harvesting crops such as sugar or cotton. It was tiring, dangerous work and slaves were often punished for not working hard enough. In the 18th Century, the Abolitionist movement grew in Britain to end the slave trade. Some people boycotted the buying and use of sugar. Freed slaves like Olaudah Equiano travelled around sharing his horrendous experiences of slavery. Politicians like William Wilberforce made speeches in parliament and encouraged petitions to end the slave trade.



## Assessment 4 Knowledge Organiser Part 1

### Key People

<b>Millicent Fawcett</b>	President of the NUWSS. Fawcett preferred campaigning for women's suffrage using peaceful means (e.g. petitions, lobbying and marches).
<b>Emmeline Pankhurst</b>	Founder of the WSPU. She believed in 'Deeds not Words' and that <b>militant</b> action would get women the vote.
<b>Archduke Franz Ferdinand</b>	Heir to the Austro- Hungarian throne. He was assassinated by Gavrilo Princip (a member of the terrorist group called the Black Hand) on 28th June 1914 in Sarajevo. His assassination sparked a series of events that would lead to the outbreak of WW1 in July 1914.
<b>General Haig</b>	A senior officer in the British army during WW1. Although he helped Britain to win WW1, he is often criticised for using tactics that resulted in high numbers of casualties, such as those used at the Battle of the Somme in 1916.

### Key Terms

<b>Suffrage</b>	The right to vote in political elections.
<b>Political Representation</b>	Where all people in a country have the opportunity to be involved in politics.
<b>Imperialism</b>	The policy of improving a country's power by founding colonies, often using military force to do so.
<b>The Triple Alliance</b>	An agreement made between Germany, Austria- Hungary and Italy in 1882 to support one another if attacked by France or Russia.
<b>The Triple Entente</b>	An informal agreement made between Britain, France and Russia to support one another against the Triple Alliance.

### Key Events

<b>Political representation over time</b>	Political representation means having someone, like a leader or a person in government, who speaks and makes decisions on behalf of a group of people. Throughout history, different groups of people have fought for political representation. For example, the Magna Carta in 1215, which didn't directly create political representation like voting, but it was a very important start. It made the king follow rules and ask nobles for permission before making big decisions, which later led to the idea that leaders should listen to regular people too. The 1832 Great Reform Act was a change in the rules of how people got to vote. This law let more men who owned property vote, so they had a say in choosing their leaders. It didn't give everyone the right to vote, but it was a step in the right direction. In addition, working men fought to extend the right to vote during the 19 <sup>th</sup> century through the Chartist movement which led to the presentation of the 'Great Charter' to Parliament, though it wasn't accepted. The suffragettes also campaigned to extend <b>suffrage</b> to women, this was achieved with the 1918 Representation of the People Act.
<b>The causes of WW1</b>	Before 1914, the most powerful countries in Europe (Britain, France, Germany, Austria- Hungary and Italy) were often competing. <b>Imperialism</b> played a huge part; France, Germany and Britain were in competition in the 19th Century to capture land in Africa to expand their empires. <b>Militarism</b> was also a factor with countries competing to build bigger armies. Britain and Germany, in particular, were in a naval race to build up their navies with dreadnought battleships. The Triple Alliance and the Triple Entente were formed in response to this competition and the growing fear that one country would invade another (for example, France would invade Italy). These alliances though only increased tension in Europe further and, together with militarism and imperialism, can be used to explain the longer-term causes of the war. When Archduke Franz Ferdinand was assassinated in 1914, the Alliance system was activated- Germany supported Austria-Hungary while Russia declared war on Austria-Hungary in support of its ally, Serbia (who had provided weapons to the Black Hand, responsible for the assassination). This resulted in all the other countries in the alliances declaring war too.
<b>The nature of fighting on the Western Front</b>	The 'Western Front' is a term used to describe over 400 miles of land that was fought over in France and Belgium during WW1. Trenches were dug into the ground to protect troops during the fighting. They were often muddy. During battles, soldiers would come out of the trenches (called 'going over the top') and make their way towards the enemy's trench opposite, across an area of land called 'No Man's Land', in order to capture it. This style of fighting led to many deaths due to injury from blasting shells or, more likely, from infected wounds. One of the most famous battles of the war is the Battle of the Somme, which took place from July- November 1916. Before the battle started, the British bombarded the German trenches for a week with shells. However, the Germans had dug deep trenches so this tactic had little impact, meaning that the British troops were easily gunned down by the Germans when they emerged from the trenches. On the first day alone, the British suffered almost 60,000 casualties and only gained 20 miles of land by the time the battle ended in November. This was the first ever battle to use tanks.





## Assessment 4 Knowledge Organiser Part 2

### Key People

<b>Adolf Hitler</b>	Leader of Nazi Germany from 1933 to 1945
<b>Lieutenant General Mutaguchi</b>	Japanese commander who led the Japanese troops to attack Imphal and Kohima in British India in 1944.
<b>Osama bin Laden</b>	Leader of Al Qaeda (the terrorist organisation who claimed responsibility for the planned attacks on the USA on 9th September 2001).

### Key Terms

<b>Anti-Semitism</b>	Hostility or prejudice against Jews
<b>The Final Solution</b>	The policy of the Nazis from 1941 to kill Jews living in Germany and other countries occupied by the Nazis during WW2.

### Key Events

<b>Jewish persecution and the Holocaust</b>	<p>The Holocaust was the persecution mass murder of six million Jews and millions of other people leading up to, and during, World War II by the antisemitic Nazi government in Germany, led by Adolf Hitler. The largest group of victims of the Holocaust were the Jewish people; nearly 7 out of every 10 Jews living in Europe were killed. When the Nazis took over Germany from 1933, they encouraged the boycotting of Jewish businesses and Jews in important positions (e.g. teachers, lawyers, doctors) were sacked. In 1935, the Nuremberg Laws removed all the rights Jews had as German citizens. By 1938, all Jews had to add 'Sarah' or 'Israel' to their name and Jewish children were forbidden to go to school. In 1939, Nazis began to move Jews to Ghettos, which separated them from the rest of society and, by 1941, all Jews had to wear a yellow star of David. In 1941, the Nazis also began the Final Solution. This was the plan to kill Jews in Germany and the other countries that Germany had invaded during WW2. Many killings took place in the concentration camps that were specifically designed for mass murder. In these concentration camps (such as Auschwitz- Birkenau), many Jews were murdered in gas chambers. In other camps, Jews were imprisoned and forced to work and live in horrendous conditions, often leading to death due to disease and starvation.</p>
<b>The Battles of Imphal Kohima during WW2</b>	<p>On December 6th 1941 Japan joined World War Two by attacking the American naval base at Pearl Harbor. Japan was allied with Nazi Germany (the Axis powers) during the war. As the war progressed, Japan successfully captured the British colonies of Hong Kong, Malaya and Burma. By 1944, Japan wished to capture British India too and planned to attack Imphal and Kohima in India, both towns were important. The Japanese also hoped that such a successful attack would undermine British rule in India and encourage an Indian revolt against British rule in India. Japan's attack was risky and optimistic, especially as Japanese troops were sent into India with minimum food supplies. In order to feed and supply the Japanese army their commander, Lieutenant-General Mutaguchi, expected to capture Imphal and Kohima quickly and capture the food and weapon supplies he needed. The British army that faced the Japanese was commanded by Lieutenant-General Slim. The soldiers in his army were mostly British Empire troops, including Indian troops from the Assam Rifles, Gurkhas from Nepal and soldiers from West Africa. Crucially, the British had broken the Japanese codes and knew an attack was coming. General Slim turned Imphal and Kohima into fortresses that would defend against the Japanese attack. The British were able to re-supply their soldiers with food, medical supplies and ammunition by parachute drop by aircraft with the help of the American air force. In contrast, many Japanese soldiers ran out of food and caught diseases such as malaria in the jungle-like terrain. At the start of July Japanese commander Mutaguchi ordered his soldiers to retreat back to Burma; the Japanese had lost over 60,000 casualties (killed, captured or wounded) and the British had won.</p>
<b>The September 11th 2001 attacks (9/11)</b>	<p>On September 11th 2001, 4 planes crashed into important landmarks on the east coast of the USA. Two planes hit the Twin Towers (part of the World Trade Centre) in New York. Another plane crashed into the Pentagon (the headquarters of the United States Department of Defence) in Washington DC. The final plane (Flight 93) crashed outside of Washington DC, rather than hitting its intended target of the White House. The crashes were the work of suicide bombers who belonged to the terrorist organisation Al-Qaeda. Al-Qaeda, led by Osama bin Laden, had declared holy war (jihad) on the USA for its involvement in Middle Eastern affairs and conflicts. Almost 3,000 people lost their lives on 9/11.</p>

**Revision Activity: Complete the tables for different events from the Knowledge Organiser. You should be familiar with them from homework tasks.**

1. Complete as much as you can from memory first
2. Look at the Knowledge Organisers and check what you have written is correct
3. Use the Knowledge Organisers to add in any information that you got wrong OR you missed out.

<b>Event:</b>	<b>The Barons' Revolt</b>
Why did this event happen? (3 reasons)	
What happened?	
What were the consequences? (3 things)	

<b>Event:</b>	<b>The Reformation in England</b>
Why did this event happen? (3 reasons)	
What happened?	
What were the consequences? (3 things)	

<b>Event:</b>	<b>The English Civil War</b>
Why did this event happen? (3 reasons)	
What happened?	
What was a consequence?	

<b>Event:</b>	<b>World War One</b>
Why did this event happen? (3 reasons)	
What happened?	
What was a consequence?	



<b>Event:</b>	<b>The fight to extend political representation</b>
Why did different groups want this? (3 reasons)	
What did different groups do to extend their political representation?	
What were the consequences? (consider political representation today)	

<b>Event:</b>	<b>The Battles of Imphal and Kohima</b>
Why did this event happen? (3 reasons)	
What happened?	
What was a consequence?	