











Knowledge Organiser: Empire – How far was the British empire a force for good?

Component	Core Essential Knowledge	Disciplinary literacy
<p>1) What did the British empire look like by 1750?</p> 	<p>By 1750 the British Empire consisted of a number of places including Canada, the 13 colonies set up in North America by the British, the Caribbean and Falkland Islands, Gibraltar, Madras, Bombay and Calcutta. Although the British Empire was not yet very big, it was gaining significance in many parts of the world.</p> <p>Some of the opinions of those who were under the control of the empire were not positive. For example - the reaction of the colonists in North America. By 1775, many colonists were dissatisfied with the way they were being treated by the British government. They still had to pay taxes to Britain but were not allowed to have any MPs represent them in Parliament. This led to the 13 colonies gaining independence from Britain due to feeling that they did not have control over their lives.</p>	<p><u>Key vocab:</u></p> <p>Empire: A group of countries, people or land controlled and ruled by one single powerful country. Colony: a country or area under the full or partial political control (power) of another country and occupied by settlers from that country. Colonist: Someone who lives in a colony. Oppression: Being treated unfairly by a person, group or country who have more power than you. Independence: when people in a country are able to govern (rule) themselves rather than being controlled by a more powerful country. Reliability: How accurate and trustworthy a source or interpretation is.</p>
<p>2) What do images of the British empire look like?</p> 	<p>Trade, exploration and discovery helped to build the empire and were extremely important to its success. By trading goods and people, many people in charge became very rich from the huge profits they were making. This motivated them to make the empire even bigger. Because many places in the world had not yet been explored by the British, the glory of ‘discovering’ new land also motivated them.</p> <p>Many of the images of the British empire that were created whilst it was very large are positive about empire because they wanted people to support the empire so they could continue to make money from it.</p>	<p><u>Key vocab:</u></p> <p>Trade: buying or selling of goods and services. Source: A written document or artefact that gives us information about a historical event. E.g: a diary entry, a copy of the Magna Carta, a piece of pottery, a piece of jewellery etc...</p>
<p>3) How and why has the British empire changed over time?</p> 	<p>The empire grew up until the early-mid 1900s and then after around 1945 it started to get much smaller. This is mainly because countries that were ruled over by the empire wanted to become independent so that they could have control over their own laws and people.</p> <p>It might be surprising to learn that many items and customs that many people think are British have actually been taken from countries within the empire. E.g: tea was not originally grown in Britain and neither was the sugar that you put in it! Many people think of a cup of tea as a very British custom.</p>	<p><u>Key vocab:</u></p> <p>Independent: being able to make decisions by yourself and not being controlled by anyone else. Custom: A way of behaving or doing something that is specific to a place – e.g a common British custom is having a cup of tea.</p>

<p>4) What was life like for people living in lands taken by the British empire?</p> 	<p>In class, we are going to look at the experience of six countries that were ruled over by the British (Canada, the West Indies, South Africa, India, Fiji and Australia. You will understand how some British people felt about ruling over these countries and how some of the people (natives) in the countries being ruled over felt about the British.</p> <p>For many people living in lands controlled by the British, life was not good. They had very little control over what happened to their land. Many of the British people thought that they were doing good work in these countries.</p> <p>You will learn this in more depth through the example of a number of statues of Cecil Rhodes being pulled down in the past few years. Rhodes took charge of land in modern day Zimbabwe and Zambia which at the time he named Rhodesia. He believed that the British were better than the native people. He took land from black Africans, made it almost impossible for them to vote in elections and caused wars (the second Boer war) due to political mistakes. He was quoted as saying ‘to be born English is to win first prize in the lottery of life.’ This tells us he did not support the natives and therefore many people do not want to see him commemorated in a statue.</p>	<p><u>Key Vocab</u> Native: A way to describe someone born or originating from a specific place. (e.g: someone who is native to a certain country). Commemorate: To mark or celebrate something in a respectful way. E.g: people created statues of Cecil Rhodes in the past to celebrate his life.</p>
<p>5) How far was the British empire a force for good in.....?</p> <p>BRITISH EMPIRE</p> 	<p>The British empire covered around 25% of the globe at its largest. In this lesson you will research the impact of the British empire on one of the countries from last lesson. You will choose either:</p> <p>Canada West Indies South Africa India Fiji Or Australia</p> <p>You will research the impact that the British had on the native people living there and decide how much of a force for good they were in that place.</p>	<p><u>Key Vocab</u> Countries students could research: Canada West Indies South Africa India Fiji Australia</p>
<p>6) What is repatriation and how does it link to the British empire?</p> 	<p>One of the most important conversations that historians are having currently is around repatriation and how this might be managed today. Many items in museums have been taken from other countries and those countries would like them back as they are important to helping people who live there to understand their history and culture.</p> <p>Some people don't believe that this is an issue and argue that museums should be able to display what they want. Some people argue that the items belong to the countries they came from and should be given back. There are also concerns that displaying items like shrunken heads (you will watch a video on this) can lead people to make incorrect and damaging assumptions about certain cultures.</p> <p>You will look closer at historical artefacts such as the Parthenon marbles to understand why people have different views about repatriation.</p>	<p><u>Key Vocab</u> Repatriation: the process of returning an asset, an item of symbolic value, or a person—voluntarily or forcibly—to its owner or their place of origin or citizenship. Culture: a set of beliefs, values, languages, communication and practices that define a group of people. E.g – having a roast dinner is considered part of British culture. Artefact: An object we can use to help us learn about the past.</p>






Scheme of Learning: English Civil War -



Component	Core Essential Knowledge	Disciplinary literacy	Questions
<p><u>Who was to Blame for Civil war of 1643-1651?</u> <u>An introduction</u></p> 	<p>In 1642 England fell into Civil War. This was a war between The King and his supporters (Royalists) and The Charles Parliament (Parliamentarians) Charles would later be tried and then executed by Parliament. He is also blamed for losing the power of the Monarch as he is seen a weak King compared to Henry VIII and Elizabeth I For example: Henry Was able to change the Church. Henry defied the Pope. Elizabeth used portraits and Propaganda. Elizabeth Executed MQOS and defeated the Spanish Armada</p>	<p><u>Key vocab:</u> Civil War - A war between different sides within the same country. Monarchy - The King or Queen who ruled the country. Parliament - The House of Lords and Commons together, who helped make decisions about how the country was run Government - How the country is run or the people who run the country.</p>	<p>Who was more powerful than Charles I? Henry VIII or Elizabeth I</p>
<p><u>How did short term causes lead to the start of the English Civil War ?</u> <u>1641- 1642.</u></p> 	<p>There are short Term causes that started the war. These are causes that almost immediately led to Civil War. Reasons Charles is to blame. Charles stormed into Parliament to arrest 5 MPs Charles wanted more money Charles left London and called his supporters to make an army Reasons Parliament is to Blame. Parliament stopped him leading an army. John Pym lead Parliament a stray. Parliament forced Charles to asks Parliament or taxes</p>	<p><u>Key vocab:</u> Monarchy Parliament Trigger Event Causes that start the War Short term Cause - A cause that invokes immediate or a quick reaction</p>	<p>Who was most to blame? Charles or Parliament?</p>

<p><u>What were the medium term causes that led to problems between Charles and Parliament from 1625- 1641?</u></p> 	<p>Medium Causes were causes that were building up from the start of Charles' I reign. These include</p> <ul style="list-style-type: none"> • Henrietta Maria – French catholic princess, Queen to Charles was seen as a threat to religion • Money – The Use of Ship tax was seen as a stealth tax • Religion – Charles seemed catholic leaning and enforced a new prayer book on England and Scotland • Scotland – War with Scotland and Charles lost the war – resulting in a loss of money. • Parliament – Have become more Puritan and were gaining in power and influence. 	<p><u>Key vocab:</u> Parliament Medium Term cause Ship Money - A tax on coastal towns to put money towards building of ships. Puritans – A group of Protestant Christians who were very strict in their faith.</p>	<p>What was the main Medium cause?</p>
<p><u>What were the Long term causes that led to problems between Charles and Parliament?</u></p> 	<p>Long terms causes are based on long term issues that have built up over a long period of time. For Charles, these were issues from even before he became King. These can be characterised a Religious/Political and Economical factors.</p> <p>Religion – Changing the Pray book. Charlies felt his power came from God (Devine Rights of Kings) Concerns about children being raised a Catholic. Political – It was seen as Charles Divine Rights to rule His father teaching him the Divine rights of kings. James I and Elizabeth were seen as better monarchs and Charles lost wars against Scotland. Economy – Asking for money and raising taxes through Ship Tax. Money had been spent fighting Scotland.</p>	<p><u>Key Vocab</u> <u>Long term causes - issues that have built up over a long time (Decades/Centuries)</u> <u>Parliament</u> <u>Monarchy</u></p>	<p>Which Factor do you think was the main cause of the English Civil War? Religion? Political? Economical?</p>


Knowledge Organiser: Year 8 Elizabeth I





Enquiry Question: How powerful was Elizabeth by 1603?

Component	Core knowledge (that you NEED to know)	Key vocab (that you NEED to know and use)
<p>1. How powerful was Elizabeth I in 1558?</p> 	<p>Elizabeth I came to the throne in 1558 and died in 1603. She became queen after her siblings, Edward and Mary, both had short reigns. Henry VIII was Elizabeth's father. He developed the Church of England and made England Protestant. Edward was Protestant, but Mary turned England back to Catholic. Elizabeth was brought up a Protestant but was initially hoping to keep peace.</p> <p>Tudor England was very patriarchal and Elizabeth had to fight sexism. Initially, many people thought she was a weak monarch. She used propaganda to make herself appear more powerful and popular. One type of propaganda she used often was art. She commissioned portraits which included things that had deeper meanings, for examples ruffs, Christian imagery, pearls, gold, ermine, world/globes, rainbows, serpents.</p>	<p>Power- to be able to influence others Catholic- a type of Christian Protestant- a new type of Christian in the 1500s, who <i>protested</i> against Catholics Patriarchal- a society where men have more power Propaganda- media designed to change people's minds</p>
<p>2. How did Elizabeth deal with the marriage question?</p> 	<p>Many of Elizabeth's advisors suggested that Elizabeth should get married and let a man rule the kingdom. Elizabeth did not support this.</p> <p>Advantages of marriage: It would stop in-fighting amongst English men at Court, there would be a chance for an heir.</p> <p>Disadvantages of marriage: Many of the suitors were Spanish or French and this would mean England would be ruled by a foreigner. This would also make religion difficult as they are Catholic countries.</p> <p>Three examples of suitors: King Philip of Spain, Duke Francis of Alencon (France) and Robert Dudley Early of Leicester.</p>	<p>Suitor- a potential husband Patronage- Giving support to someone eg money or land The Court- About 1000 people who Elizabeth surrounded herself with, including advisors, friends, diplomats and entertainers</p>
<p>3. How did Elizabeth deal with opposition?</p> 	<p>Spain and France hated Elizabeth as she was a Protestant and England was growing in power. Elizabeth also had opponents in England. Some people disagreed with the way she treated Catholics and others disagreed with the way she ran the country.</p> <p>Opposition grew as Elizabeth grew older. She relied on her spymaster, Francis Walsingham, to stop plots and find and punish traitors.</p> <p>Two examples of opponents: Mary Queen of Scots. She was Elizabeth's cousin, was a string Catholic and was in-line to the throne. Some people wanted to kill Elizabeth and put Mary in power. An example of this was the Babington Plot in 1586</p> <p>Robert Devereaux, Earl of Essex. He was Elizabeth's boyfriend who got too powerful. When Elizabeth punished him in public, he tried to lead a revolt.</p> <p>Elizabeth executed Mary and Essex, despite being very close to both of them.</p>	<p>Plot- A plan to kill Elizabeth Treason- Going against the king or queen Heresy- Going against the official religion</p>
<p>4. How powerful was Elizabeth before and after the Spanish Armada 1588?</p> 	<p>In 1588 the war with Spain reached its climax. King Philip of Spain had had enough of Elizabeth because:</p> <ul style="list-style-type: none"> • England was Protestant and Spain was Catholic • England was growing in power and Spain was worried • England helped Protestant rebels in the Netherlands, who were fighting Spain • Elizabeth allowed people like Francis Drake to sink Spanish ships and steal their cargo- this was called Privateering. • Philip was angry that Elizabeth had killed Mary Queen of Scots. <p>In 1588 Philip sent a huge invasion fleet to attack England. It failed mostly because there were terrible storms.</p> <p>After 1588 Elizabeth grew in popularity again:</p> <ul style="list-style-type: none"> • She had defeated Spain, the world's most powerful country • England's navy was seen as the best in the world • Elizabeth was keen to build an Empire, like Spain's <p>However:</p> <ul style="list-style-type: none"> • She didn't pay her sailors which was unpopular • The war carried on. It was expensive and no one won • Her popularity dipped again when there were bad harvests in the 1590s. 	<p>Empire- Many lands/countries controlled by one country Armada- A large fleet of ships Prestige- Being admired and loved Privateering- Raiding Spanish ships and stealing their treasure</p>
<p>5. How did Elizabeth Deal with matters of Parliament?</p> 	<p>Elizabeth used politics to strengthen her power. She mostly used:</p> <ul style="list-style-type: none"> • Her government. These were close advisors who ran areas of the country. Examples of these were Francis Walsingham and Robert Cecil. She promoted those who were loyal to her. • Her parliament. Like today, it had a the House of Commons and House of Lords. She told parliament what they could discuss and she had the final say before passing any laws. <p>Both parliament and the government sometimes disagreed with Elizabeth.</p> <p>To reward loyalty, Elizabeth gave out land, titles and monopolies.</p>	<p>Monopolies – A tax on goods, for example wine, which was given to people Elizabeth liked. Parliament- A group of politicians who discuss and pass laws. Government- A group of politicians who advise the queen</p>
<p>6. What was life like for ordinary people under</p>	<p>Elizabeth encourage culture and popular pastimes because it made people happy. If people were happy, they were less likely to rebel.</p>	<p>Famine- When lots of people don't have enough food to eat Poverty- When people are very poor</p>

<p>Elizabeth? How did this affect her power?</p> 	<p>Popular culture includes: festivals, games and sports and the theatre. Elizabeth supported playwrights like Shakespeare and in return they wrote plays which supported her and her family.</p> <p>However, in the 1590s poverty grew and there were bad harvests. Some people found it very difficult to get jobs, keep a house and feed their families. There was a rise in the numbers of people who travelled around looking for jobs and charity. These were called vagrants.</p> <p>Elizabeth tried to help people by passing the Poor Law in 1601, but this only helped people she thought were 'deserving'.</p> <p>Overall, not everyone was happy in Elizabethan England.</p>	<p>Economy- The money and trade within a country Culture- Ideas, interests, behaviour, pastimes etc of a country. Festivals- an event that brings the community together, usually involving music and dancing Vagrancy- When people travelled around looking for jobs and charity</p>
<p>7. Did exploration of the world increase Elizabeth's power?</p> 	<p>During the Elizabethan period Spain and Portugal were powerful countries who built empires in the Americas. Elizabeth was jealous of this and wanted her own empire.</p> <p>Much of the world was not known about by European people. So, those that explored were brave and ambitious. Elizabeth encouraged them to go and promised them money and power. She encouraged them to raid Spanish ships and steal their treasure, to set up new colonies and to map uncharted waters and lands.</p> <p>Three key explorers: Hawkins, Raleigh and Drake.</p> <p>Exploring increased Elizabeth's power and wealth.</p>	<p>Exploration- Exploring new lands like America and Asia Privateer- a pirate, encouraged and commissioned by the Queen, who raided Spanish ships and stole their money Colony- an area of land controlled by an Empire- Many lands/countries controlled by one country Trade- Swapping goods and resources for money Resources- materials that can be used in and are valuable for example ivory, spices or timber</p>

Knowledge Organiser: Henry VIII – Why did Henry VIII break with Rome?

Component	Core Essential Knowledge	Disciplinary literacy	Questions
<p>1) Introduction to the Monarchy in England.</p> 	<p>In the Tudor period the power of the Monarch (ruler) was significantly higher than the power of Parliament. The Monarch had to ask Parliament's permission to raise taxes or use public money but otherwise could essentially rule how they liked.</p> <p>During the Early Modern period (c.1500-1750) some very big changes were happening in England.</p> <ol style="list-style-type: none"> The power of the Monarch decreased and the power of Parliament increased. The power of religion decreased. People started looking for natural explanations to things they could not explain instead of supernatural explanations. 	<p><u>Key vocab:</u> Early Modern Period: Used to describe the period c.1500-1750. Monarchy: The ruler of a country and their family. Parliament: A group of people who make the laws in a country. Catholic: Someone who follows the Catholic denomination of Christianity. Protestant: Someone who follows the Protestant denomination of Christianity. Natural: Something that can be rationally explained. Supernatural: Something that can't be rationally explained.</p>	<ol style="list-style-type: none"> 1) Explain the role of a monarch: 2) Why were these three changes happening in England during the Early Modern period?
<p>2) What was Henry VIII like?</p>	<p>Henry VIII was King of England between 1509 and 1547. He was a descendant of the Tudor dynasty. Henry VIII's father (Henry VII) had been a very successful king. He was careful with money and many people in England had a good opinion of him. Henry VIII had a lot to live up to. He was young, strong and rich so when he came to the throne, many people thought he would be a good king. It wasn't until later in life that Henry grew lazier and more bad-tempered with his advisors. He also suffered from serious health conditions as he got older.</p>	<p><u>Key vocab:</u> Monarch: The ruler of a country. Tudor: The family ruling England from 1485-1603.</p>	<ol style="list-style-type: none"> 1) What do you think people's expectations of Henry VIII were when he came to the throne in 1509? 2) What qualities make a good monarch and why?
<p>3) Why did Henry VIII divorce Catherine of Aragon?</p>	<p>Henry VIII was the second son of Henry VII and Elizabeth of York. He was not expected to become king. His older brother Arthur married Catherine of Aragon – a Spanish princess and they were expected to become the next King and Queen of England. Arthur died whilst he was still young – and before he became King. In his place, Henry was expected to marry Catherine of Aragon and become king after his father Henry VII died.</p>	<p><u>Key vocab:</u> Divorce: Ending a marriage Annulment: Declaration to say a marriage was never legal in the first place. Pope: The Head of the Catholic Church Heir: The next person to rule a country.</p>	<ol style="list-style-type: none"> 1) How would having a son make Henry VIII more powerful?

 <p>4) What was the Roman Catholic Church like in the early 1500s?</p>	<p>In England in the 1500s most people were Roman Catholic Christians. If you did not follow the Catholic faith, you were considered a recusant by the Church and the monarch. Religion was used by the Church and monarch as a way to control people. If people were good, they thought they would go to heaven after death. If they had sinned, they were told to expect to go to hell.</p> <p>The Church was a positive influence for many people as they found community and safety there.</p>	<p><u>Key Vocab</u> Recusant: Someone who did not follow the religion of the country. Doom paintings: Paintings found on the walls of Catholic churches. They would show good people going to heaven and sinners going to hell to deter people from sinning.</p>	<p>1) Explain how the Church had control over people in the early 1500s.</p>
 <p>5) How and why was the Christian Church changing?</p>	<p>Catholic Churches: Were highly decorated and the priests wore colourful vestments (robes). They had stained-glass windows (often depicting Bible stories) and lots of valuable decoration and relics. Catholic mass was in Latin so the public did not always understand what was being said.</p> <p>Protestant Churches: Were much plainer in comparison. They often had white walls and little décor. They would have been unlikely to have stained-glass windows. Priests would have worn plain vestments (robes) and would have spoken English. The congregation would also have had an English prayer book (although not many would be literate).</p>	<p><u>Key Vocab</u> Congregation: The public who go to church. Mass: A Catholic church service.</p>	<p>1) Pick out three main differences between Catholic and Protestant churches.</p> <p>2) How might these differences have influenced worship in both types of church?</p>
 <p>6) How did economic reasons lead to Henry VIII's break with Rome?</p>	<p>Monasteries were Catholic places of worship and were often very big, rich places. Monks would live in monasteries and devote their lives to serving God. Monks had to give up their families and possessions when they went to live in monasteries so were individually very poor. However, they had food, healthcare, education and accommodation in the monasteries so they were good places to live. They were highly decorated, impressive buildings with lots of expensive items and relics. Henry VIII wanted this wealth for himself as he had spent much of his wealth on costly wars.</p>	<p><u>Key Vocab</u> Economic: Relating to money. Monastery: A place where monks live. Tithe: A tax of 10% of income or production that the public pay the Church. Dissolution: Destruction – getting rid of the monasteries.</p>	<p>1) Why did Henry VIII need more money?</p> <p>2) How did dissolving the monasteries give Henry the riches he wanted?</p>
 <p>7) What was Henry VIII's 'Great Matter'?</p>	<p>'The King's Great Matter' is a way that Henry VIII's advisors referred to his efforts to get a divorce/annulment from Catherine of Aragon. It was a very difficult situation because both Henry and Catherine believed that they had evidence to show that the other was wrong in their views. Catherine also refused to leave. She was a strict Catholic so believed marriage should last until death.</p>	<p><u>Key Vocab</u> Supreme Head of the Church of England Act of Supremacy (1534): The title that Henry VIII gave himself when he broke from the Roman Catholic Church and formed the Church of England. It sent a clear message to the Pope of who Henry thought should be in control.</p>	<p>1) Why was it so difficult for Henry to obtain a divorce?</p> <p>2) What is the difference between an annulment and a divorce? Why did Henry think he could get an annulment from Catherine?</p>