

Unit 1: America's expansion, 1789 - 1838



How and why the USA expanded, from 1789 to 1838 (*The growth on the EAST of America*)

Growing west and south

- Why? Fear of other countries & Indians taking back land and desire to make money
- Many Americans wanted to own their own land.
- **In the Northwest**, the growth of America caused **wars with the Indians** who lived there.
- In the South, expansion led to the creation of many new cotton plantations → demand for black slaves

Cotton and slavery

- As America grew the slave trade grew. As more land available → grow crops like cotton; businesses were putting a lot of money into slavery and making big profits;
- New technology allowed cotton to be processed more quickly; and many people were willing to try and get rich by buying and selling black slaves.
- By 1840 USA → world's biggest cotton producer → price of cotton fell & slaves had to work harder so that their owners could make enough money → led to the "pushing system". This system punished slaves who did not work faster every day.
- Some people in the North were shocked at how awfully slaves were treated, but only a few!

Indians in the South

- Most Indian tribes kept their distance as 'White' America grew west. By 1820s there were **five Indian tribes (5 'civilised tribes)** were trying to live alongside white Americans. Some converted to Christianity, wore European clothes, & had own books, schools and newspapers.
- As cotton growing became far more important, plantation owners asked US government to move the Indians off the land in the South so that white settlers and plantation owners could move in → 1830 new law → **Indian Removal Act**. → offered Indians chance to move west into Oklahoma in return for a small amount of money.
- None of the tribes were happy with the offer. The **Creek** and **Seminole** Indians fought back but were eventually moved. The **Cherokee** were forced to move west. By 1838, almost all land in the South was open for white settlers.

Unit 2: The West, 1839 - 60



The West 1839–1860

Plains Indians (Lakota Sioux as a case study)

- Indians had not always lived on the Plains. Most Plains tribes only able to live on the desert-like lands Plains after Spanish brought horses. Horses allowed tribes like Sioux and Cheyenne to travel long distances. By the 1700s, many of these tribes living **nomadically** on Plains.
- They hunted buffalo and had to follow the buffalo herds around the Plains. Unlike many Southern and Eastern tribes, the Sioux **gave up farming altogether**. Sioux leadership, culture and religion were all based around living effective nomadic lives. The Sioux were highly successful in war and dominated the Plains between 1820s & 60s. (Tipi, Travois, Polygamy, Sun Dance, Scalping, Exposure)

Settlers move west (1839-60).... Passing through the Plains to the 'Far West'

- By 1839 Small trickles of emigrants began moving on overland trails to **Oregon** and **California** on the West coast. They hoped to find a better life, **land**, or to convert Indians to Christianity. **MANIFEST DESTINY!**
- The trails west e.g. Oregon Trail were **very** dangerous, but this was mostly down to disease, long distances, and poorly marked routes. **DONNER PARTY!** Movement of settlers over the Plains upset many Indian tribes and led to some fighting. The government had to make treaties (Fort Laramie 1851) with tribes like the Sioux so that travellers could pass safely.
- The Mormons were a religious group who saw the West as a chance to worship freely. They moved out to **Utah and founded Salt Lake City**. Their freedom did not last long, by 1857, the Mormon leader, Brigham Young was forced to hand over control of his new state to the US.

The impact of gold

- 1848, gold was discovered in California in the Far West. The California Gold Rush → 50,000 Americans, Europeans, Chinese, Mexicans & others to seek their fortune in the Far West. Most failed but stayed to farm the land. **Many people stayed on in California and it became a state in 1850.**
- Pike's Peak gold rush occurred in 1858 in Colorado, in the **centre of the Plains (Cheyenne land – breaking Fort Laramie Treaty)** → another flood of miners and eventually settlers. Manifest Destiny now came to the Plains. Cities like Denver founded. White settlers now in direct competition with Plains Indians for resources. This led to increasing tensions on the Plains.

Unit 3: The Civil War & Reconstruction, 1861 - 1877



Civil War and Reconstruction, 1861-1877

Why was there a war?

- Divisions which led to Civil War were already there before 1861. The real question is why war didn't come sooner.
- Political divisions brought war closer. By 1850s, the North was growing more rapidly than the South → the North became more politically powerful & many in North wanted to end slavery.
- Northern industrialists didn't want to compete with free slave labour and Northern immigrants were also worried that expanding slavery would take their jobs.
- Southern slave holders were afraid that they would lose their power and wealth & so they pushed to try and get slavery to expand into new states.
- Abolitionists raised public awareness in the North of the abuses of cotton slavery and were active in opposing measures to increase the power of slaveholders.
- 1854 **Kansas-Nebraska Act** allowed states to choose if they wanted slavery. Led to mini Civil War in Kansas → led to forming of **Republican Party** → promised free labour and free land if they won the election.
- 1860, Republicans won Presidential election → South not happy. **November 1860 the South began the process of leaving the US**. By time Lincoln sworn in, 7 states had left the Union and formed the **Confederacy**. On 12th April 1861, the South opened fire on the North and the Civil War began.

The effects of the war on black Americans

- At start, black Americans not allowed to join the army, even though the North was fighting against slavers in the South. But, as Union army advanced south in 1861-2, many slaves escaped plantations & joined Union forces.
- 1863, Lincoln finally passed **the Emancipation Edict** which freed all slaves in the Confederacy (but not in the slave-owning states who joined the Union). Black regiments formed in the North & South to fight for Union. Pay & conditions in these units not equal.
- In the Sea Islands, some ex-slaves were given lands to farm. Northerners also came to the South and began setting up churches and schools for the ex-slaves.
- As Union began drafting more troops, race riots broke out in Northern cities. In South, many freed slaves were put straight back to work on plantations now run by the US army. However, many slaves were able to escape brutal conditions. Eventually Confederacy defeated; shortly after, Lincoln was shot.

Reconstructing America

Reconstructing America

After the war → what should happen next? Black Americans were free, but not yet citizens.

- There were three main periods in which America was ‘reconstructed’.
- **“Presidential Reconstruction”, 1863-5**, Andrew Johnson tried to unite USA quickly → allowed South to re-form governments → often gave black Americans no rights. Some even tried to **overturn the 13th Amendment which made slaves free.**
- **“Radical Reconstruction”, 1866-70** → **radical Republicans took control** of the project from the President → gave black Americans civil and voting rights and banned ex-Confederate officers from voting at all. Southern governments were directly controlled and there was black Americans became active in politics.
- After 1870 **Reconstruction loses its way.** Much land was reclaimed for whites and ex-slaves were often forced to start sharecropping. By 1875, black voting rights were being reduced by violent mobs and laws were passed allowing segregation in Southern States. In 1877 the government withdrew troops from the South and left ex-slaves to fend for themselves. By this point, white Americans dominated Southern state governments again.

Unit 4: Settlement and conflict on the Plains, 1861 - 1877



Settlement and conflict on the Plains, 1861 - 1877

Homesteaders (farmers on the Plains)

- Homestead Act introduced 1862 → promised Americans chance to own land in the West (160 acres!) If they worked the land for 5 years. This and other factors (new technology / govt. reservations for Indians, railroads etc.) led large numbers to try to settle on the Plains.
- Living on the Plains was incredibly difficult → lack of building materials, dry climate, lack of access to clean water, & extreme weather. BUT, did provide opportunities as women and black American were also able to own their own land in the West.
- About half of homesteaders failed to survive 5 years & died or headed into cities or back East.

Exploitation: railroads, cow towns and cattle ranches

- 2 major railroad companies began building a route across America: The **Central Pacific and the Union Pacific** → given huge sums of money & vast amounts of land by the government. Both exploited workers. E.g. Central Pacific used huge numbers of Chinese immigrants to blast through the Sierra Nevada mountains. Line completed in 1869, but most of it had to be rebuilt.
- Railroads boosted profits by selling off land they had been given → advertised their Western lands as amazing places for farming – 10s of 1000s of people moved out to see if claims were true. MANIFEST DESTINY!
- Railroads improved trading opportunities in the West. As railroad lines built, **cattlemen and cowboys would drive huge herds of cattle** so they could be sold to markets in the East or to army for Indians on reservations → led to construction of **cow towns** along the railroad. To begin with, cow towns were wild and lawless places, but quickly became rich and settled down.
- Eventually, cattlemen realised that they could make more money if they kept cattle on the Plains (**open range**) rather than driving them to the cow towns all the time → exploited availability of “free” grass and water to set up cattle ranches → brought many into direct competition with Indians such as the Cheyenne. Ranchers tended to fence in their water supplies which annoyed Indians and homesteaders alike. Their cattle operations led to over—grazing of the Plains.

Indian Wars

Indian Wars

- By the 1860s, number of factors were bringing war with Indians on Plains closer: Many people owned guns thanks to the Civil War; there was a need to unify the white population of America after the Civil War; and there were tensions over access to the scarce water and grass resources of the Plains.
- **Little Crow's War. 1862, Little Crow's** band of Sioux were let down by reservation system → left to starve → Indians rebelled → Little Crow was defeated and 38 Sioux were hanged.
- 1862 -1865 tensions continued to rise, particularly in Colorado, where the Pike's Peak gold rush had pushed **Cheyenne** off their land breaking the Fort Laramie treaty & forcing them onto reservations → starving → Cheyenne warriors began raiding white settlements. This led to the massacre of a band of unarmed Cheyenne at Sand Creek and sparked the next series of conflicts.
- **Red Cloud's War.** The Sioux and Cheyenne joined forces after the Sand Creek massacre. In 1865, Sioux were becoming angry at settlers travelling through their territory to Wyoming because of another Gold Strike! **Between 1866 and 1868 Red Cloud**, the Sioux chief, fought the US army. He was victorious and the Sioux were granted a vast reservation in the North.
- **Great Sioux War.** Victory didn't last long. **In 1875, gold was discovered on the Sioux reservation.** Miners flooded in & US government sent troops to protect these illegal settlers! Government offered to Sioux land, but **Sitting Bull** and a number of other chiefs refused → US army sent in. They were defeated at the Battle of the Little Bighorn but eventually **forced** the Sioux to sell their land. The Sioux were moved to small reservations where many starved.

Unit 5: American cultures, 1877 - 1900



Who were the Americans by 1900? (1877-1900)

What happened to the Indians 1877-1900?

- After 1877 the government made tried to turn Indian tribes into American citizens. Most Indians now **forced to live on reservations** because of the destruction of the buffalo. By 1880s, nearly all buffalo on the Plains were wiped out, removing a central part of Plains life.
- Reservations banned many Indian ways of life & often forced Indians to accept Christianity and farming.
- Many Indians were forced to move onto reservations
- By early 1880s, groups like Friends of the Indians began campaigning on behalf of the Indians. They believed that Indians needed to become US citizens and be protected by the Constitution. They were successful in this, but Indians could only be citizens if they gave up their old lands and accepted 160 acres instead. Vast amounts of Indian lands went to the government and were sold to white settlers.
- In 1890, the Ghost Dance movement began. The Ghost Dancers believed that they could pray for white Americans to be removed from the land by dancing. The Ghost Dancers were violently put down by the army.

Changes for black Americans 1877-1900

- After 1877 many Southern states were brought back into American politics. These states were increasingly dominated by whites who brought in **racist laws** to stop black Americans from voting. **Jim Crow laws** were also brought in by the 1890s which segregated facilities in states.
- Because they had no land, many ex-slaves and their children were forced into sharecropping arrangements. Sharecroppers rented land from white land owners and paid by giving up a percentage of their crops each year. Many struggled to survive. Poverty amongst the black population, especially in the South, was huge and white Americans held most of the power.
- As conditions in South got worse again, many black Americans moved North, ending up in large cities. Even here, they were discriminated against. In 1877 some black Americans decided to seek their fortunes by moving out West instead: the Exoduster movement was born.
- Education for black Americans also got worse after the initial efforts post-war. Segregated schools in the South gave far less money for black students. Some activists set up their own schools for black students. In the North, the situation was slightly better and increasing numbers of black Americans joined the ranks of the most educated.

The growth of big business and cities.

Immigration

The growth of big business and cities.

- From 1877 onwards the number of corporations grew enormously until they dominated American business. Corporations exploited workers and played them off against each other, especially by using black or Chinese labour to break strikes. The corporations controlled many aspects of working people's lives through blacklisting and strike legislation.
- Cattle ranching on the Plains had largely dried up by the late 1880s and those ranches which did survive were generally sold to meat corporations in Chicago. There were some short conflicts between homesteaders and cattle ranchers over land access, but for the most part too, homesteaders were giving up on farming and heading to the cities.
- Cities dominated resources in the West, using their influence to grab land, control trade, and even divert rivers for their own benefit. Most American trade was controlled by big cities and big businesses by 1900.

Immigration

- Immigration continued to grow and the US created Ellis Island to process the new waves of immigrants. Immigrants tended to get poorly paid and lived in slum areas. Some immigrants were able to live the American Dream and become rich, however most just lived in poverty.
- Lots of people were afraid because the new immigrants were from Eastern and Southern European countries, instead of Northern Europe. Some people said that these new immigrants were "racially inferior." This led to a lot of violence between working class Americans who were all competing for the same jobs. Soon gang violence and mob culture was beginning to grow.

Making of America Exam

Section A

The Making of America, 1789–1900

Answer questions 1 (a–c), 2 and 3.

1 (a)

(b)

(c)

- 1 (a) Name one of the five tribes removed from the East between 1830 and 1838. [1]
- (b) Name one state which was added to the union between 1789 and 1838. [1]
- (c) Name one of the reasons why slavery grew 1793-1838 [1]

Q1: Features of strong answers...

- Single word / phrase answers.
- Clear and precise answers.

**Only spend 2 minutes to
get them right!**

Making of America Exam

Q2 Write a clear and organised summary that analyses...

**Timing rule:
APART FROM Q1
Add 3 to the mark to
get the time.
Treat Q4 / 5 as 20
marks (to include SPAG)
therefore = 23 min**

- 2 Write a clear and ~~organised~~ summary that analyses how tensions grew as the USA expanded, 1789-1838. Support your summary with examples. [9]

How would you organise your paragraphs?	What second order concept would you focus on?
Para 1:	
Para 2:	
Para 3 (You might not need this):	

How do I answer a Q2 “Write a clear and organised summary that analyses...”?

- 12 minutes so about two thirds of a page?
- Organisation and structure are KEY
- Two (or possibly three) paragraphs are needed to show organisation of ideas
- Focus your analysis on the second order concepts – change & continuity, **similarity & difference**, cause & consequence

Making of America Exam

Q3 Explain why.../ What caused

- 3 What caused the enormous expansion of slavery across the United States between 1793 and 1838?
Explain your answer. [10]

How would you organise your paragraphs?	What precise evidence would you use in each paragraph?
Para 1 / Reason 1 (most important):	Para 1 / Evidence:
Para 2 / Reason 2: (next important)	Para 2 / Evidence:
Para 3 / Reason 3: (you might not need this one)	Para 3 / Reason 3: (you might not need this one)

How do I answer a Q3 Explain question?

- 13 minutes so about two thirds of a page?
- Important that each part of the explanation is linked to the question (do this in the first line of each paragraph).
- Each significant part of the explanation could form a separate paragraph. Two or three paragraphs will be needed.
- There is no need for a conclusion
- A clear structure and precise knowledge are needed.

Making of America Exam

Q4&5 essay questions....

Answer either question 4 or question 5.

4* "The biggest tension during the period 1789-1838 was between the North and South." How far do you agree with this statement? Give reasons for your answer. [18]

Argument in support	Argument to challenge
Evidence to support this:	Evidence to challenge:

Choose carefully read & re-read BOTH before you plan!

How do I answer a Q4&Q5 essay question?

- 23 minutes so roughly 1.5 to 2 pages.
- 18 marks so nearly half the marks. Crucial you do this right!
- So...plan for 3 or 4 min!

SUGGESTED STRUCTURE...

Intro – State your judgement
BRIEFLY

Para 1 – In support of the statement (PEEP or PEEL)

Para 2 – Challenge 1 to the statement (PEEP or PEEL)

Para 3? – Challenge 2 to the statement (PEEP or PEEL)

Conclusion – Return to your original judgement

Paper Three

Topic 2:

Life under Nazi Rule

1933 -1945.



Topic 1: The Rise of Hitler 1929-1934

1) Why was 1929 a turning point on German history?

- **Gustav Stresemann** (the architect of improvement) died in 1929.
- 1929 **Wall Street Crash** in the USA triggered a **Worldwide depression**
- The USA recalled loans from Germany
- Depression returns to Germany- poverty, unemployment, inflation (BUT NOT HYPERINFLATION -THAT WAS 1923!!!!!!!!!!!!)
- People become desperate for change – they begin to listen to Hitler and the Nazis all over again.



2) Why did the Nazis become popular again 1929-1932?

- Hitler making his speeches – promises jobs and prosperity, promises to rip up the treaty of Versailles, promises to rebuild Germany, promises to get rid of the ‘troublemakers’ –especially the Jews and the Communists.
- **Joseph Goebbels** uses **propaganda** methods extremely well- posters, speeches, marches etc
- Hitler has the **SA brownshirts** led by **Ernst Rohm** to intimidate opponents
- But Nazis now seeking legal revolution- win the German people over rather than take power
- 1929-1933 elections reflected growing Nazi popularity – getting 34% of vote by 1932.

3) Why was Hitler made chancellor in 1933?

- **Reichstag** (German parliament) having problems- lots of squabbling between political parties- not much progress taking place in difficult times.
- Hitler and the Nazis more and more representatives in the Reichstag make matters worse
- **Paul Von Hindenberg (President)** and **Franz Von Papen (Chancellor)** concerned about Hitler’s popularity and speeches.
- They offer him the position of **Chancellor**- to control him, manipulate him, use his popularity and the strength of the Nazis.
- January 1933 Hitler is now second most powerful man in Germany, leading the biggest political party



4) Why was the Reichstag Fire an important step in Hitler’s rise to power?

- Hitler calls for a new election in March 1933 – expecting Nazis will be even more popular and powerful.
- **February 1933** the **Reichstag** is badly damaged by a fire.
- A young communist, **Marinus Van Der Lubbe** is caught red handed
- Suspicious – had left the communists and was mentally ill- was he set up by the Nazis?
- Fire is a national emergency.
- In a National emergency the President/ Chancellor can make laws without the Reichstag (**article 48**)
- Hitler passes the **Enabling Law/Act** – this allows Hitler to make laws in an emergency
- He immediately has enemies of the state arrested – communists and other political rivals and opponents especially.

5) Why did Hitler carry out the ‘Night of the Long Knives’?

- Hitler had already got rid of his opponents and rivals.
- Now he turned his attention to his internal opponents within the Nazi Party.

- On June 30th he has the leaders of the **SA brownshirts** (including **Ernst Rohm**) rounded up and many of them are immediately executed. WHY?
- SA were suspected of plotting against Hitler, they were thugs and criminals, they wanted to control the army, they wanted a revolution against the wealthy industrialists, they wanted too much of Hitler.
- Hitler replaces them with the SS led by Heinrich Himmler

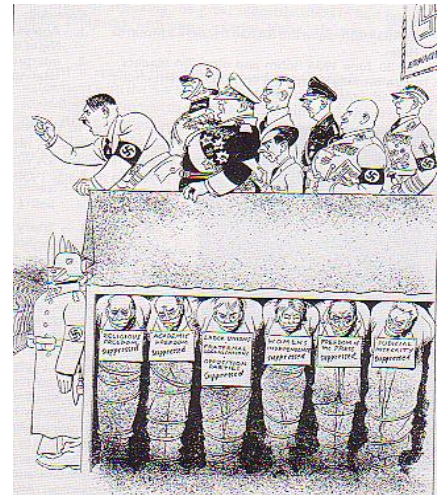
6) How did Hitler become Fuhrer in 1934?

- **Hindenberg died** August 1934- Hitler basically combined the positions of President and Chancellor into one position- to be known as the '**Fuhrer**' (the leader)
- The army swear an **oath of allegiance** to Hitler – WHY? they like him- he used to be in the army, he had got rid of the SA who wanted to control the army, he had promised to rebuild and rearm the German army.

Topic 2: The Nazi Dictatorship and control

How did the Nazis control Germany?

- A combination of propaganda and terror
- **Propaganda** was controlled by **Joseph Goebbels** (the propaganda minister)
- They used the radio, held huge rallies in **Nuremberg**, had posters everywhere, had their own Newspaper called '**Der sturmer**' (the storm), appealed to Germans patriotism.
- Hitler was seen as the saviour, '**Ein reich, ein volk, ein fuhrer**'- one empire, one people, one leader.
- **Radios** were made cheaply and Hitler's speeches would be heard daily on tannoy in schools, factories and even in the streets.
- In **1936 the Olympic Games** were held in Berlin to show off German power, organisation, prosperity (and to try to show the superiority of the Aryan Master Race- though this backfired).
- Terror- **SS** elite Nazi bodyguards and troops led by **Heinrich Himmler**
- The **Gestapo** (Nazi secret police) were led by **Reinhard Heydrich**
- **Courts** became 'Nazified'- one sided- no fair trials anymore,
- **Concentration camps** for troublemakers (such as union leaders and communists) were established.
- **Books were burnt**, censorship used to ensure only the Nazi message was heard by the German people.



What opposition was there to the Nazi Regime 1933-1939?

- **There was relatively little opposition to the Nazis in Germany prior to 1941** – resistance to Nazi ways of life came from groups like– the **swing kids** (who listened to Jazz music), the **Edelweiss Pirates** (who grew their hair long, refused to join Hitler Youth etc)
- Opposition from the Church- some priests and preachers spoke out against the Nazis and their policies- **Martin Neimoller** and **Bishop Galen** two examples – again the Nazis did not deal with opposition too harshly because they had to be careful not to annoy the churches that had many followers.

Topic 3: The Changing lives of the German people 1933-1939

1) How did the Nazis control/ appeal to the workers?

- All **unions banned** – workers cannot strike over pay, hours and conditions
- They are replaced by the **DAF (German workers front)**- a nazi union all workers belong to
- Created jobs by building factories, schools, hospitals and autobahns, by rebuilding the army, and by sacking women and Jews from positions.
- Created organisation '**Strength through Joy**' to reward workers- they were promised incentives for the best workers- holidays and cruises, they created sports-teams and sporting facilities.
- Workers were promised they could all save for and afford a **volkswagon** (the people's car)- they never got them.
- They created '**Beauty of Labour**' to make the workplace nicer, cleaner, better ventilated, better facilities etc to try to make the workplace more attractive.
- Workers worked harder for not necessarily better pay but more work.



2) How did the Nazis control/ appeal to women?

- Women seen as vital to the nation – to have lots of children and increase the population.
- Nazis made it difficult for women to have careers- sex discrimination encouraged.
- Propaganda used to influence women – they are vital as mothers and wives.
- Reward schemes for women – **gold cross** for 8 children, tax breaks, better seats at rallies etc
- **Nuremberg laws** made relationships between Aryans and Jews illegal, illegal for Aryan abortion
- Women's role in Germany elevated importance and prestige but freedoms and careers limited.



3) How did the Nazis control/ appeal to children?

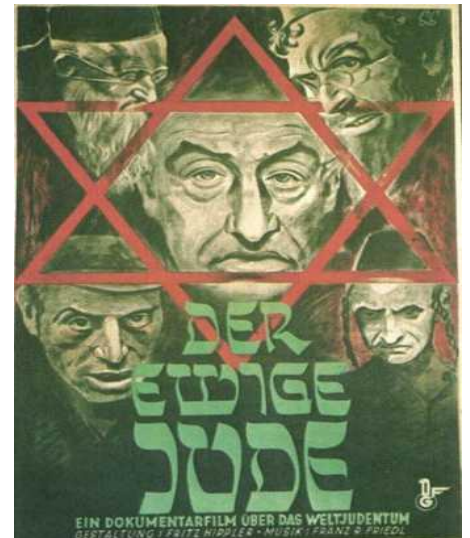
- Children vital to Germany – the future of Germany, create dedicated, loyal servants
- Their schooling controlled – teachers had to be Nazis and their curriculum was changed – key subjects were History (rewritten for German bias) biology (to teach Aryan superiority), Maths (vital for industrialisation etc) and PE (a healthy, fit society).
- Their leisure time controlled- **Hitler Youth** for boys 14-18- get them ready for military service- camping, marching, weapons, etc, **League of German Maidens** for girls – prepare them to be healthy, fit mothers and wives.
- Indoctrinated and brainwashed but there were some children who resisted (see opposition section)



Topic 4: Germany in the war

How did the Nazis build the 'racial state'?

- **Anti-semitic** propaganda began as soon as Hitler took over 1933- Jews humiliated and embarrassed- try to make them leave Germany.
- 1935 **Nuremberg laws** passed which discriminated against Jews- they could not do certain jobs, they could not attend the same schools, go to the same theatres, libraries, doctors etc.
- 1938 **Crystal Night (Kristallnacht)**- triggered by a Jewish man killing a Nazi in Paris- Jewish shops, property and synagogues smashed up and burnt down. Many Jews arrested and thrown in concentration camps.
- 1938-1940 – Jews rounded up and moved to **Ghettos** in Eastern Europe as World War Two began.
- 1942-1945 – **the Holocaust**- Jews either shot in large numbers or otherwise moved to extermination camps across Eastern Europe where they were systematically gassed and bodies were incinerated.
- Approximately 6 million Jews killed during the Holocaust.



How did the war effect Germany 1939-1945?

- 1st half of the war went well for Germany- the **Blitzkrieg** ('lightening war') years – Poland, France, Belgium, Holland, Norway, Greece, Denmark all invaded and defeated.
- Very few effects on the German people- generally German people on Nazis side and their lifestyles were not drastically changed.
- 2nd half of the war went against Germany- they began to lose as they invaded Russia in 1941 and declared war on the USA 1941
- Germany had to adjust to being at war and made many changes:
- Repression and tighter control were established
- Attitudes towards women had to become more relaxed and more and more women either returned to their old jobs or were put into service in various jobs during the war.
- The German economy was put on a war footing.
- Holocaust and extermination of Jews began 1942-1945
- The German people began to suffer hardships and problems- bombing, food shortages, rationing,
- In 1945 Germany was invaded by the allies- by America and Britain from the West and from Russia in the East.
- In the East the Russians took revenge for the invasion of the Soviet Union in 1941 and rape, pillage and executions were common.
- 1945 Hitler committed suicide, as did Goebbels, Goerring, Himmler and others.
- 1945 **Nuremberg trials** held to trial and punish leading surviving Nazis- most executed.



Was there any wartime opposition to Hitler and the Nazis?

- **However, from around 1941 onwards resistance began to grow against the Nazis due to the changing fortunes of the war.**
- The **White Rose** were a student group led by **Sophie Scholl**, who made and distributed pamphlets against Hitler and questioned Nazi policies and acts in Eastern Europe. The Nazis executed leaders of the White Rose, beheading Sophie Scholl and several others.

- Military opposition- several attempts were made to kill Hitler by members of the army. Most famous of which was the **July 1944 Bomb** plot when **Claus Von Stauffenberg** planted a bomb that unfortunately failed to kill Hitler. 5,000 people were arrested, executed etc.
- Many people opposed the Nazis by hiding or aiding Jews, by refusing to work hard, by not doing the Hitler salute etc but generally opposition was weak, divided and ineffective.

Topic 5: What was Nazi control like in Occupied Europe?

- During World War Two the Nazis had occupied many countries- France, The Netherlands, Belgium and Norway in the West and Greece, Czechoslovakia and Poland in the East.
- Although there are examples of extremely harsh treatment in the west, in general German occupation was far harsher in eastern Europe. We can see this through a comparison of occupation in **Poland** and in the **Netherlands**.

In Poland:

- The occupation in Poland was extremely harsh.
- This was because the Nazis believed in the idea of 'lebensraum' and considered Slavic Poles to be racially inferior.
- Large numbers were murdered right from the start. **Around 1.9 million non- Jewish citizens were killed in Poland overall.** The Nazis aimed to remove any element of Polish culture and to replace as many of the Polish or Slavic people with Germans as possible.
- From 1940, hundreds of thousands of Polish citizens were expelled, and 500,000 'ethnic Germans' were settled on their lands.
- Poles were sent to work in Germany as **slave labour**.
- Polish culture, education and leadership were also destroyed.
- In Poland, from 1940, Jews were concentrated in **ghettos**. A network of **concentration camps** and death camps was established throughout Poland. The Jewish population of Poland went from around 3.5 million in 1939 to around 0.5 million by 1945.



In the Netherlands:

- The Dutch shared the same ethnic background as Germans and were therefore treated very differently.
- For example, civil servants were allowed to continue working and the Dutch education system was not interfered with.
- In June 1940, when there was a Dutch protest in support of the royal family in exile, no one was punished.
- However, the nature of Nazi rule in the Netherlands did become harsher after 1941.
- The Germans shot at marching workers on strike in many Dutch towns.
- In March, the first death sentences against Dutch citizens were issued.
- In May 1943, all Dutch men between 18 and 35 were to become forced labourers.
- In the Netherlands, in 1941 the first Jewish men were rounded up for deportation. By April 1942 all Jews had to wear the Star of David. In 1943 the Nazis began deporting them to extermination camps in huge numbers. In all, 76% of the total Jewish population were deported. (**Anne Frank** was perhaps the best example of the fate of Jews in occupied Netherlands).



How did Europe respond to Nazi occupation?

- In some countries, there was resistance (like in Northern France) with people assassinating Germans, acts of sabotage and aiding the allies against the Germans.
- In southern France the Vichy Government collaborated and helped the Nazis.
- In some occupied areas the people tried their best to just get on with their lives as best as possible.

Life under the Nazis Model Answers

Question 6

What can Source A tell us about Nazi propaganda? Use the source and your own knowledge to support your answer. [7]

Source A tells us how central propaganda was to the new regime as a method of control. Both Hitler and Goebbels saw propaganda as a powerful tool of indoctrination and it had already been used to great effect to win the Nazis the support which had helped them into power. In Source A, a huge audience for Hitler's speech is ensured by stopping people's work and placing loudspeakers in key positions in all places of both work and leisure. The 'district Party' helped to co-ordinate these measures, along with Radio Wardens. This is also reinforced by the announcement of the speech in the newspaper, revealing the Nazis' control of all media by this point. It's clear from all these points that the Nazi regime was rigorous in its control of what the population heard or read. We can dismiss the source's claim that the population will all want to 'participate fully' in the broadcast as they are clearly being coerced as Source A is itself propaganda; however, this reveals to use that the regime may have been were less than confident about people's willingness to support the regime without this level of coercion.

Question 7

How useful are Interpretation B and Sources C and D for a historian studying the growth of Hitler Youth organisations between 1932 and 1939? In your answer, refer to the two interpretations and the two sources as well as your own knowledge. [15]

The sources are useful to a historian studying the growth of Hitler Youth organisations in a number of ways. Firstly, we can use Interpretation B and Source C to confirm the rate of growth – the numbers broadly tally until 1939, when there is a slight discrepancy. The youth organisations grew steadily 1932–1939. B and D are also useful for suggesting reasons for this growth. B tells us that joining the Hitler Youth was attractive because of the various activities, sports and days off school on offer. It also implies that membership actually became more or less compulsory because the Hitler Youth had a 'monopoly' on the provision of sports facilities, all other youth organisations (except Catholic ones) being banned after 1936, so young people were under compulsion to join. It is not surprising that this is not alluded to in Source D, which is a propaganda poster, advertising the Hitler Youth. This is unlikely to imply coercion but instead offers us a different reason for the growth, ie the use of propaganda to present an attractive image of the youth organisations to young people. The poster shows a typical 'Aryan' girl participating in charity work – the Nazis were keen for youth to be committed to a Volksgemeinschaft or people's community. However, genuine commitment such as this was probably not the reason for growth – in 1939, the Nazis made it compulsory to attend meetings of the Hitler Youth. This suggests that not all members were particularly active or committed. Therefore, the statistics showing increase in membership 1932–1939 in B and C are somewhat superficial because many youths avoided active participation.

Overall, the sources are useful for confirming the rate of growth and suggesting reasons for this, although they are slightly misleading in relation to the true nature of this increased membership; taken at face value, they appear to suggest that the rise in membership constitutes success, which is not the full picture.

Question 8/9

**'German occupation in the Second World War was, in general, far harsher in eastern Europe than in western Europe'.
How far do you agree with this view? [18]**

I agree with the statement almost entirely. Although there are examples of extremely harsh treatment in the west, in general German occupation was far harsher in eastern Europe. We can see this through a comparison of occupation in Poland and in the Netherlands.

The occupation in Poland was extremely harsh. This was because the Nazis believed in the idea of 'lebensraum' and considered Slavic Poles to be racially inferior. Large numbers were murdered right from the start. Around 1.9 million non-Jewish citizens were killed in Poland overall. The Nazis aimed to remove any element of Polish culture and to replace as many of the Polish or Slavic people with Germans as possible. From 1940, hundreds of thousands of Polish citizens were expelled, and 500,000 'ethnic Germans' were settled on their lands. Poles were sent to work in Germany as slave labour. Polish culture, education and leadership were also destroyed. This was far harsher than in the Netherlands. The Dutch shared the same ethnic background as Germans and were therefore treated very differently. For example, civil servants were allowed to continue working and the Dutch education system was not interfered with. In June 1940, when there was a Dutch protest in support of the royal family in exile, no one was punished.

However, the nature of Nazi rule in the Netherlands did become harsher after 1941. The Germans shot at marching workers on strike in many Dutch towns. In March, the first death sentences against Dutch citizens were issued. In May 1943, all Dutch men between 18 and 35 were to become forced labourers. These actions show us that harshness was possible in east or west. The treatment of Jews in both occupied countries can also be compared. In Poland, from 1940, Jews were concentrated in ghettos. A network of concentration camps and death camps was established throughout Poland. The Jewish population of Poland went from around 3.5 million in 1939 to around 0.5 million by 1945. In the Netherlands, in 1941 the first Jewish men were rounded up for deportation. By April 1942 all Jews had to wear the Star of David. In 1943 the Nazis began deporting them to extermination camps in huge numbers. In all, 76% of the total Jewish population were deported. This shows us that Jews in the west, as in the east, were not saved from Holocaust.

In conclusion, although atrocities such as the murder of strikers reveals that 'harshness' was possible in the west as well as the east, occupation in the east was much harsher. This can be seen from the expulsion of Slavic peoples from the outset in Poland, and from the fact that almost 2 million non-Jewish citizens were killed there. However, Jews were treated the same, east or west, and by 1943, non-Jewish citizens were also subject to much harsher treatment as well, such as forced labour.

MAIN BODY OF THE CHURCH

- Only one level remains however would have been a further two floors above
- Stone is engraved with religious details
- Large windows represented in the remains, suggest wealth and well design
- Largest area of the site
- Remains of King Arthur and Guinevere
- High Altar
- left in ruins

ABBOT'S KITCHEN

- Massive compared to other Abbeys which are similar
- Made of stone so shows importance
- Has been reconstructed to show what it might have been like- Negative may not be correct to the same degree. We know the floor is higher than it would have been and the materials it was made from
- Importance and usage for the Abbey
- Royal visits expected and often held large parties
- Recently changed its use as feature of tourism and discussion area

LIMITED REMAINS OF OTHER ASPECTS

- Toilet block mapped out but nothing remains
 - Monks sleeping quarters nothing left but mapped out
 - Orchard remains but not use
- Lack of importance
- Not built to last
- Money spent on other aspects, these were daily survival

GEOGRAPHY AND SITE LOCATION

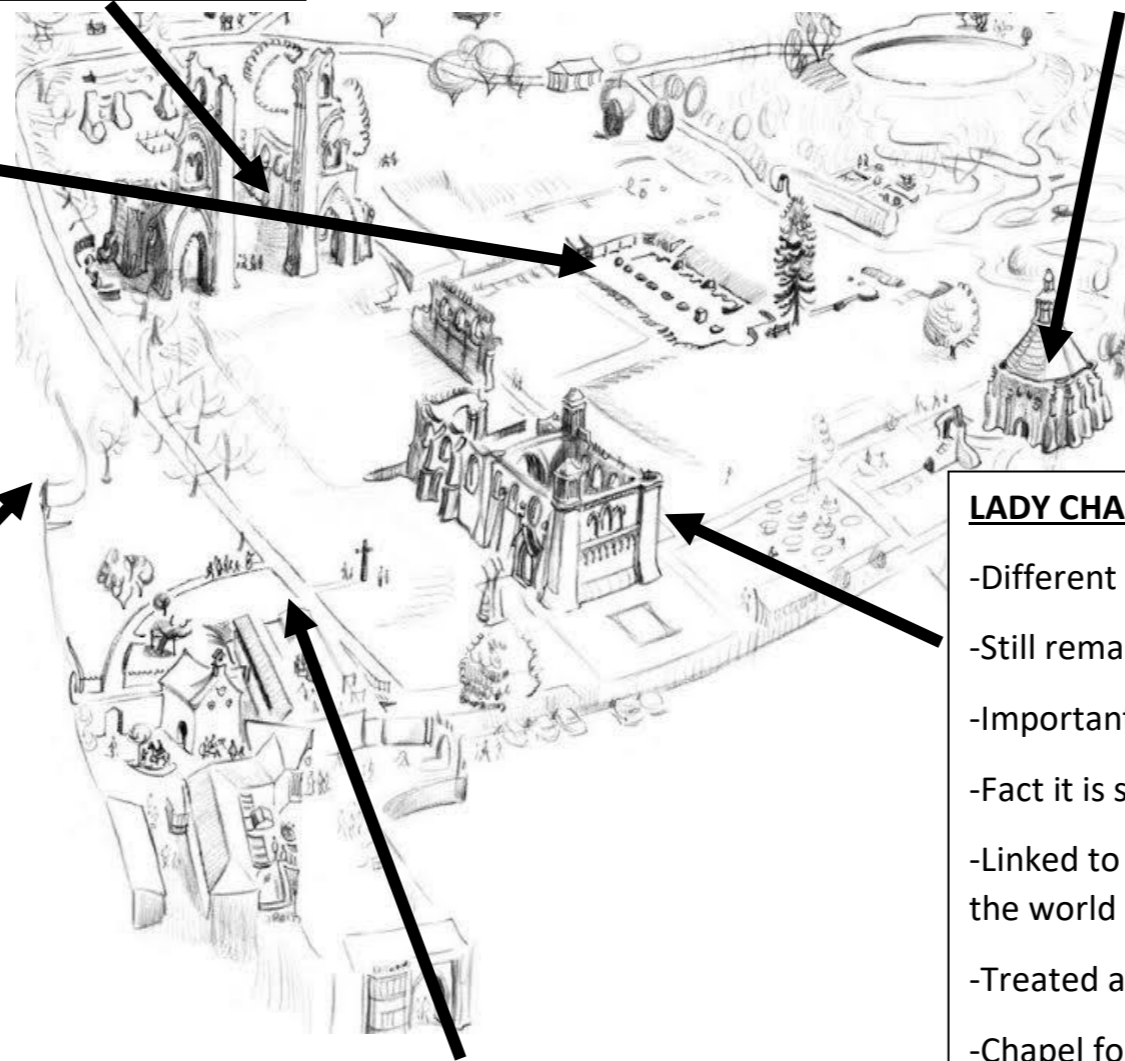
- Built on a hill-Beacon for people to see
- Close to a water source
- Roman Road- trade links
- Fertile land –made self-sufficient –money from crops
- Isolated location- Prayer and pilgrimage
- Built on an existing settlement- network already there

MUSEUM

- Small and very focused on the early period
- Limited knowledge on after it was sold
- Very factual but not always clear
- Interactive boards for children, which can be entertaining
- Reconstruction of the Abbey so give an overview

LADY CHAPEL

- Different location than other Abbeys, which are similar
- Still remaining and has been reconstructed
- Important part of the whole body of the church
- Fact it is still used today shows the relevance it holds
- Linked to pilgrimages today where people travel to visit from across the world
- Treated as a sacred place
- Chapel for Mary- people pray to her here



The Elizabethans

1580-1603

This section has 5 sections



Elizabeth and Power



Dangerous People
'Catholics'



Daily Lives



Merry England?



Going Global

Elizabeth and Government

Elizabeth and court	Elizabeth and Parliament	Elizabeth and the people
<p>God given power. Everyone must respect her. Elizabethan give power to her favourites. Patronage- friendship and favour, Nobles did use this to their advantage, Elizabeth centre of attention Elizabeth used her nobles to support her and move around England</p> <p>At court -spectacles to receive favour eg dances, plays, tournaments etc Even enemies allowed at court</p> <p>Privy Chamber -Elizabeth's private area No one entered without permission Only most trusted invited in</p> <p>Privy Council -Most trusted courtiers Met everyday. Advice on finance, trade, law and defence. Not allowed to discuss personal life. Kept them on their toes- reminding them they could be replaced Walsingham and Cecil- Secretary of states. Very close personal relationship to them both.</p>	<p>Parliament only met when Elizabeth wanted- 35 months in discussion over 45 years- 3 parts= Monarch, Lords and Commons Ruled with proclamations- royal orders Taxes, punishment and land needed parliaments agreement, Strict limits on topics. MPS not elected but selected Privy councillors also MP Queen could close parliament if she didn't get her way</p> <p>Puritans talked about restricted topics Criticised Elizabeth in pamphlets Tried to force Elizabeth to do things –ie who to marry Puritans did not want to replace Elizabeth just control her</p> <p>MPS angry over Monopolies and money -Elizabeth allowed companies to make a product and set any price without competition- Elizabeth had to cancel monopolies -Made the Golden Speech to basically sucked up to them</p>	<p>Lords lieutenants responsible for each county. JPS- Justices of the peace, smooth running of parish. Responsible for the poor. Keeping law and order. Public punishments eg pillory Elizabeth did get rid of lazy JPs Methods of keeping popularity</p> <p>Pageants- traveling around staying with courtiers. Public displays of Elizabeth. Celebrations held of Elizabeth coming to power each year.</p> <p>Plays and publications –Sharing positive actions with her people, characters in plays show the Queen in a positive light Portraits- Allowing all her people to see what she looked like, giving a positive picture of their Queen, giving Elizabeth strength and control- propaganda.</p> <p>Prayer and preaching- Pray to thank God for Elizabeth. God's chosen ruler. Sermons linked with the Queen. Remind people to be loyal and have gratitude.</p>

Elizabeth and Catholics

Religious issue

Act of Uniformity 1559

Protestant prayer book all worship should be the same

everyone must attend church

No attendance= a fine

Act of Supremacy 1559

Elizabeth = Supreme governor

Head of church

Anyone who disagreed = Traitor

1580- Elizabeth no longer letting Catholics practice

Some Catholics conformed

Church papists went to Protestant church but held catholic beliefs

Recusants refused to go to church –needed to be wealthy

Some plotted against Elizabeth

Act of Persuasions 1581

Increased fines -Threat of prison for none payment

Guilty of treason for not accepting the Queen as head of church

Act against Priests 1585 - Death penalty for anyone who helped a RC priest

Seminary priests

Young English Catholics trained abroad

Lead services of mass and hear confession

Not to convert protestants

Jesuit priests

Trained to convert people to Catholic church

In disguise and as a secret mission

Plots

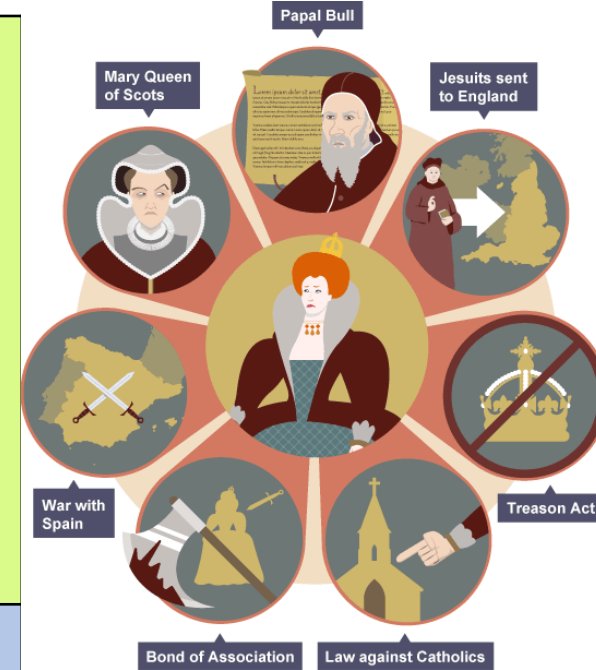
1583 - The Throckmorton Plot

-Catholic man, Francis Throckmorton
-planned for a French army to invade England

-replace Elizabeth with Mary, Queen of Scots -paid by Pope and King Philip II

1586 - The Babington Plot

-planned to rescue Mary, Queen of Scots from jail & murder Elizabeth.
Secret letters between the plotters as evidence needed to prove Mary's guilt.



Daily Lives

The gentry



Multiple storied housing with lots of glass windows

Lavish food – fine meats like venison and swan, and wine and white bread

They owned most of the land and made their wealth by renting it

The 'middling sort'



Two storied housing, maybe a chimney and some glass windows

Simple meats like pork and beef, beer and mead and bran bread

Owned a fair bit of the land but not as much as the gentry

The labouring poor



One story building, no glass but they had a thatch

Pottage soup and bread

Was lucky to have an acre or two of land

Husbands and Wives

- Elizabethans married late
- Couples set up their new homes
- Most did not have sex before marriage –Forbidden by church
- Babies were baptised
- 30% of women pregnant at wedding
- Sex once they were engaged
- Parents had a say in marriage
- Give land, money or furniture for wedding
- Wives expected to obey husbands
- Husbands needed to respect wives
- Women helped run farms
- Little chance of divorce
- Early death split families
- Remarriage after death was allowed

Parents and Children

- The gentry could afford to have large families
- poorer families may have had a number of children
- there was high infant mortality.
- ¼ children died before they were ten
- Women looked after children
- If wealthy children sent to school from the age of seven.
- In poorer families, children would work at home or on the farm at 7
- At 12 or 13 boys would leave home to become apprentices or to work as farm servants.
- Physical punishment was used, particularly in the grammar schools.
- At home there does not seem to be a great deal of evidence that Elizabethan parents were violent towards their children.

Kinship

Wider family not always as important
At times wider family did not live close by
Some times wider family were taken in for support
The practice of sending children away to be apprentices often resulted in them marrying and settling down away from home.
Thus Elizabethan families were scattered by not as far as today
Although kinship did matter to some, particularly the gentry and sometimes those of the 'middling' sort, for most people neighbours were as important.
Studies of wills have shown that people were far more concerned about their own immediate family than their wider kin.

Decline of pastimes

- Parish feasts and May games disappeared
- Decline was patches but very definite

Was it the Queen?

- Elizabeth enjoyed the pastimes esp Christmas May day and Midsummer celebrations

Was it the Privy Council?

- In favour of celebrations
- Providing they were not too unruly

Puritans?

- Trying to gain control of Parishes
- Improve people's behaviour
- Parishes taken over by the middling sort who took control



Issues with Pastimes

- Protecting the Sabbath and keeping it holy, stop drinking and unruly behaviour
- Stop Catholic practices as a lot of these were Catholic to start with
- Stopping pagan practices as a lot of these were unchristian idols
- Preventing disorder as a lot of these ended up in drunken fights
- Preventing unwanted Pregnancies as when people were drunk and dancing a lot of people end up having sex outside of marriage

Witches and Persecution

- Women targeted as witches seen as Healers
- Increase in women being accused
- Magic was used to find out the sex of unborn babies
- Magical people known as cunning folk or wise women
- Also caused harm to people - came from the Devil



Trials	Interpretations
Rising prosecutions Numbers 1563 law against witchcraft	Village tensions Less willing to give to charity so tried to get rid of poor
Particularly high in Essex Large number of Puritans in Essex	Attack on women Driven by misogyny Women were at home and linked to this
Started with complaints from Neighbours having suspicions	Puritan concerns Devil connection concerns

Theatres



Other included jigs, buying fruits, nuts and beer. Beer baiting, bowling alleys, gambling dens and casual sexual encounters.

Issues: Pick pockets, noise, unruly behaviour and fighting

Theatres

- Playhouses more popular
- Mystery plays reconstructed scenes from the bible
- These were banned as catholic traditions
- Plays staged in the inns and restrictions as they were too rowdy
- Queen loved plays
- Globe the most famous playhouse
- After it was burnt down it was quickly rebuilt -showing the love of it

Oppositions

- 1580-1603 fierce opponents
- Built outside city walls to keep behaviour out
- Attracted the wrong sort of people
- Rogues, thieves and prostitutes
- Large crowds spread disease
- Puritans wrote pamphlets against them
- Sinful behaviour
- Queen generally ignored this



The wider world

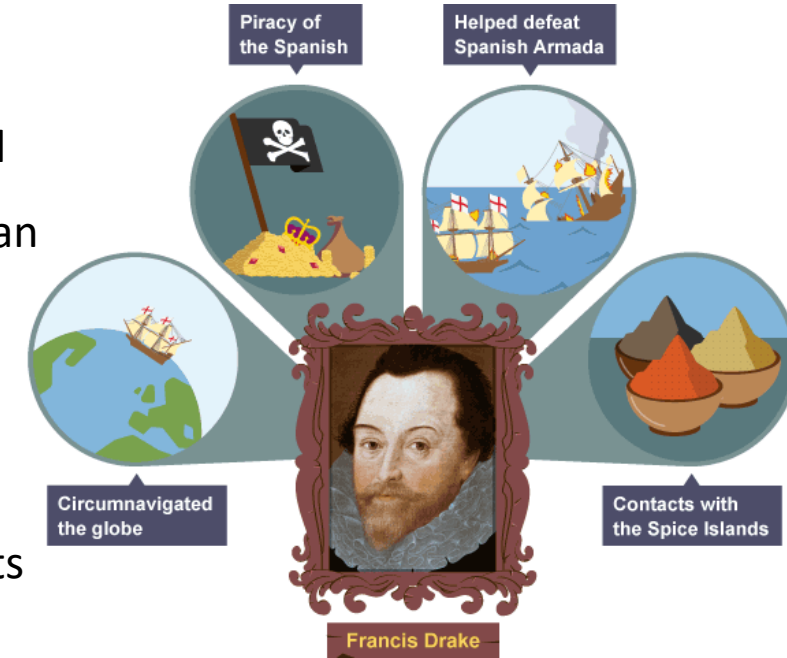
Imperial Ambitions:

John Dee-

- Brain behind explorations
- Valued adviser of Elizabeth's
- First part of Elizabeth's reign very small nation
- Other countries had more land and more influence
- Dee wanted Elizabeth to access Indian trades
- Dee presented the great empire which could be ruled by Elizabeth
- First used the term British Empire
- Map justifying the American claim
- Rivalry with Spain
- Practical help to achieve this

Francis Drake-

- 3 years to sail around the world
- 2nd sailor to do so, 1st Englishman to do it
- Expeditions to the Caribbean
- Plundered Spanish ships
- Knighted for his achievements



Who were the adventurers?

Humphrey Gilbert- Claimed America territory 1578

Walter Raleigh- 3 expeditions across the Atlantic 1584-1587. First colony-Virginia, Roanoke colony failed

James Lancaster-1591 led 3 ships to cape of good hope in West Indies

Ralph Fitch-1583 sailed to Syria ad 3,000 miles to India. Started trading links.

Colonisation of America

Humphrey Gilbert: Fascinated with North America

Driven by hatred of Catholic Spain

Wanted a base to attach Spanish ships in America

First attempt to sail Atlantic failed

Raleigh –his ½ brother succeeded

Pillaged Spanish ships

Hoped for great wealth

11 weeks to reach America

Made England's first claim to territory in eastern North America

Failed to establish a colony

Sailed south and 1 ship was wrecked 80 died

Short of supplies, Humphrey drown

Trade with the East

Luxury products from the East.

- Spices, Cinnamon, Nutmeg,
- Cloves, Ginger
- Pepper

Silk, cotton, jewels and perfumes

Trade links between England and India

Fitch: 1583-91

1583 first journey to India

Out of 5 men only Fitch returned

Carried letters of the Queen to introduce Elizabeth to the Mughal and Chinese emperor

Arrested as spies and imprisoned when they reached India

Amazed by what they saw

First English man to sail to Burma and Bay of Bengal

Journey took 8 years in total

Ended up going to China



James Lancaster:

East India Company 1601-03

Did not want the Dutch to dominate the East's trade

Invested in the EIC

31 Dec Elizabeth gain it a charter which gave monopoly on trade in the East

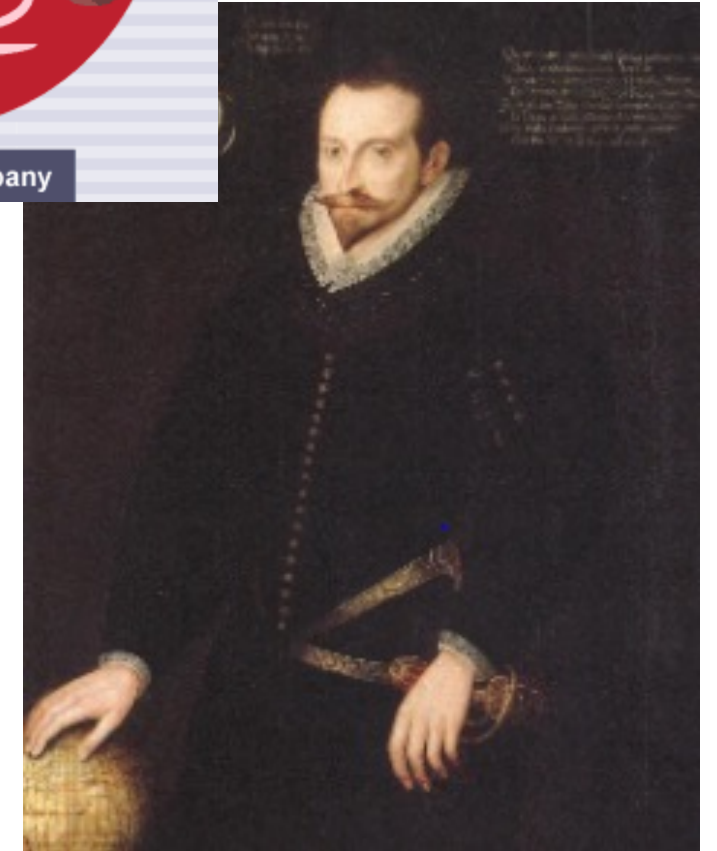
4 Ships to for the EIC and 1st trip was 1601-03 was huge success

Established first English factory

When he returned Elizabeth was dead 6 months

Great success for trade

Beginning to develop the British Empire



The People's Health Knowledge Organisers

Medieval / Middle Ages Health: Grade 4-1 Knowledge Organiser

Key concept for understanding		Meaning	Example in context
1. Monarchy		System whereby a country has a king or queen	England was governed by a monarchy throughout the Middle Ages
2. National government		The management of the country as a whole	National government in the Middle Ages was by monarchy
3. Church		The name given to the organisation of a particular type of Christianity	The Church paid for water supplies to towns in the Middle Ages
2. Feudal System		The way in which society was organised into different ranks in the Middle Ages	The king was at the top of the Feudal System while the peasants were at the bottom
3. Lord of the Manor		The person responsible for the government of a local area in the countryside	The Lord of the Manor was responsible for maintaining local courts if people committed crimes
4. Peasants		The groups at the bottom of the Feudal System	Peasants would often live in basic houses during the Middle Ages
5. Local government		The management of the country on a local (rather than national) level	Local government in the Middle Ages was the responsibility of a mayor or Lord of the Manor
6. Urban		Areas like towns and cities	10% of the population lived in urban settlements in the Middle Ages
7. Rural		The countryside	90% of the population lived in the countryside
8. Public health		The general health of the people	Public health was not really a concern of national government in the Middle Ages
Key details			
1. Middle Ages	Period from 1250-1500	2. Cause of illness	People believed an imbalance of the Four Humours
3. Countryside	90% of the population lived in the countryside (rural)	4. Monarch	The king was responsible for national government
5. Mayors	Along with aldermen responsible for urban local government	6. Harvest	Vital importance to keep people alive
7. Rich people	Ate lots of meat to show status	8. Poor people	Ate lot of pottage (a vegetable stew)
9. Animals	Roamed urban streets and left lots of waste	10. Lord of the Manor	Lived in a large house in the countryside
11. Peasants	Lived in small houses in the countryside	12. Countryside	Easy for people to get water because of springs and streams
13. Drinks	People could drink ale and cider and all drank small beer	14. Towns	There were latrines available for people to use
15. Towns	Gongfarmers were paid to empty cesspits	16. Black Death	Came to England in 1348
17. Black Death	People thought had been sent by God	18. Black Death	People believed it was transmitted by miasma (bad air)
19. Black Death	Killed 60% of the population	20. Black Death	Treatments did not work because people did not know what caused it
21. Public health	Responsibility of local government in the Middle Ages	22. London	Started to employ rakers to clean up mess on the streets in 1293
23. Public health	Attempts to improve in the Middle Ages very piecemeal	24. Monasteries	Had high standards of hygiene because they had money, because of where they were built and because they needed it for God

The People's Health Knowledge Organisers

Medieval / Middle Ages Health: Grade 9-5 Knowledge Organiser

Key concept for understanding		Meaning	Example in context
1. Monarchy		System whereby a country has a king or queen	England was governed by a monarchy throughout the Middle Ages
2. National government		The management of the country as a whole	National government in the Middle Ages was by monarchy
3. Church		The name given to the organisation of a particular type of Christianity	The Church paid for water supplies to towns in the Middle Ages
4. Feudal System		The way in which society was organised into different ranks in the Middle Ages	The king was at the top of the Feudal System while the peasants were at the bottom
5. Lord of the Manor		The person responsible for the government of a local area in the countryside	The Lord of the Manor was responsible for maintaining local courts if people committed crimes
6. Peasants		The groups at the bottom of the Feudal System	Peasants would often live in basic houses during the Middle Ages
7. Local government		The management of the country on a local (rather than national) level	Local government in the Middle Ages was the responsibility of a mayor or Lord of the Manor
8. Urban		Areas like towns and cities	10% of the population lived in urban settlements in the Middle Ages
9. Rural		The countryside	90% of the population lived in the countryside
10. Public health		The general health of the people	Public health was not really a concern of national government in the Middle Ages
Key details			
1. Middle Ages	Period from 1250-1500	2. Cause of illness	People believed an imbalance of the Four Humours
3. Countryside	90% of the population lived in the countryside (rural)	4. Monarch	The king was responsible for national government
5. Mayors	Along with aldermen responsible for urban local government	6. Harvest	Vital importance to keep people alive
7. Rich people	Ate lots of meat to show status	8. Great Famine	5% of population starved because of bad harvests 1315-1316
9. Poor people	Ate lot of pottage (a vegetable stew)	10. Rich people	Ate lots of meat to show status
11. Poor people	Had more balanced diets than the wealthy	12. Bread	Maslin bread eaten by poor; manchet by rich
13. Animals	Roamed urban streets and left lots of waste	14. Lord of the Manor	Lived in a large house in the countryside
15. Peasants	Lived in small houses in the countryside	16. Countryside	Easy for people to get water because of springs and streams
17. Roofs	Made of thatch which contained mice and vermin	18. Market day	Made towns dirty
19. Towns	Polluted by industries such as tanners and butchers	20. Poorer citizens	Lived in centre of towns which were more cramped
21. Streams	In rural areas often dirty because animals bathed in them and polluted by fulling mills	22. Drinks	People could drink ale and cider and all drank small beer
23. Water	Available in towns from water sellers or conduits paid by the Church	24. Cesspits	Some people in the countryside disposed of their waste in them
25. Waste	People frequently just went wherever they wanted in the countryside	26. Towns	There were latrines available for people to use
27. Towns	Gongfarmers were paid to empty cesspits	28. Cesspits	Quality varied across towns; some were brick lined, whereas others were just holes

The People's Health Knowledge Organisers

29. Black Death	Came to England in 1348	30. Black Death	There were three types: bubonic, pneumonic and septicaemic
31. Black Death	People thought had been sent by God	32. Black Death	People referred to it as 'the pestilence' at the time
33. Black Death	People thought it was actually caused by an imbalance of the Humours	34. Black Death	People believed it was transmitted by miasma (bad air)
35. Black Death	Believed was sent by God because of Biblical story of the flood	36. Black Death	Had left England by 1349
37. Black Death	Killed 60% of England's population	38. Black Death	Edward III ordered London to clean itself up and for priests to form processions
39. Black Death	People prayed a lot to God to spare them	40. Black Death	Flagellants from Europe whipped themselves to show God they were sorry in the hope they wouldn't be punished
41. Black Death	Treatments did not work because people did not know what caused it	42. Public Health	Refers to the general state of people's health across the nation Generally
43. Public health	Responsibility of local government in the Middle Ages	44. King Edward I	Ordered York to clean itself up (but not much else!)
45. Norwich	Named and shamed people for polluting the waterways in 1287	46. London	Started to employ rakers to clean up mess on the streets in 1293
47. Richard Whittington	Mayor of London who left money when he died in 1423 for the building of public latrines	48. Winchester	Appointed meat inspectors in 1329
49. Public health	Attempts to improve in the Middle Ages very piecemeal	50. Monasteries	Had flushing toilets known as reredorters or necessariums and clean water supplies
51. Monasteries	Had high standards of hygiene because they had money, because of where they were built and because they needed it for God		

The People's Health Knowledge Organisers

Early Modern Health: Grade 4-1 Knowledge Organiser

Summary

1.	The economy changed a lot during the Early Modern period and towns grew rapidly. By the 17 th century, England's population had risen to about 5 million. Between 1600 and 1750, the number of large towns doubled. But most people still lived in the countryside.
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Key Events

2.	1518	National government (under Henry VIII) passes first plague orders across the country.
3.	1550	York introduced taxes to support quarantined people.
4.	1578	Elizabeth I issues 17 plague orders to be printed.
5.	1596	Sir John Harrington invents the flushing toilet.
6.	1604	People could be forced to go into quarantine if they resisted.
7.	1630	Public squares like Covent Garden in London were built.
8.	1662	London and Westminster introduced a town council.
9.	1665	London struck by the Great Plague. 100,000 died – 20% of city's population.
10	1665	Strangers only allowed in Cambridge with a certificate of health.
11	1665	During the outbreak, King Charles II and his Parliament fled to Oxford.
12	1666	Great Fire of London destroyed 10,000 houses. Fire proof building materials such as such as bricks were used after.
13	1694	Hundreds of buildings in Warwick were ruined by fire. Regulations were introduced which banned flammable material like timber.
14	1701	Bristol introduced taxes to help pay for keeping the streets lit and tidy.
15	1736	Salisbury used an Act of Parliament to be able to organise paving.
16	1736	The Gin Act was passed which raised taxes on gin.
17	1751	Gin Act restricted who could sell gin. Only those who paid rent and taxes.

Key Words

18.	Specialisation	Areas known for producing certain crops e.g. Newcastle mined lots of coal.
19.	Colonies	An area of land controlled and inhabited by people from another country. (Part of an overseas empire)
20.	Printing Press	Made it easier and cheaper to mass produce written materials.
21.	Parliament	Rich land owning men began to gain far more power make laws which affected different aspects of people's lives.
22.	Plague Orders	A set of orders passed by the national government to deal with the plague.
23.	Quarantine	Being kept away from other people for a period of time to prevent the spread of a disease.
24.	Pest Houses	Buildings (hospitals) outside the city walls where plague victims were made to stay.
25.	Gin Craze	A period when the consumption of gin increased rapidly especially in London.
26.	Steam Engine	An engine that uses the expansion or rapid condensation of steam to generate power.
27.	Microscope	An optical instrument used for viewing very small objects.
28.	Isolation	Being 'shut up' in houses to avoid spreading diseases to other people.
29.	Searchers	Searchers of the dead were employed as part of the Plague Orders to determine the cause of death, and the dead were collected at night..
30.	Water Closet	A flushing toilet.
31.	Alderman	A member of an English town council, next in status to the Mayor.

The People's Health Knowledge Organisers

Industrial Health: Grade 9-5 Knowledge Organiser

Key concept for understanding	Meaning	Example in context	
1. Laissez-faire	Government attitude that it shouldn't meddle in people's lives	The <i>laissez faire</i> attitude of government generally weakened across the 19 th century	
2. Adulteration	The process of altering food to make it look better or increase the amount	Adulteration was a major problem throughout much of the 19 th century	
3. Capitalism	The process of buying and selling goods while trying to increase profits	Capitalism meant that water companies provided dirty water because it was cheaper than making sure it was clean	
Key ideas			
1. Industrial Revolution	Led to a significant growth in urban environments in terms of population and size	2. Germ theory	Idea put forward by Louis Pasteur in 1861 that disease was caused by germs
3. Housing	Increased urban population meant there was a shortage of housing which meant landlords could charge what they wanted	4. Housing	Many people were forced to rent rooms in boarding houses which were often very cramped
5. Housing	Some were able to afford their own homes outright	6. Housing	The best homes most people could possibly own were through houses with several rooms and back yards
7. Housing	Through houses were better ventilated, less cramped and had outside toilets	8. Rich housing	The truly wealthy lived in multi roomed town houses
9. Poor housing	Back to back houses were most common for most people	10. Poor housing	Back to backs helped spread disease because of limited light and poor ventilation
11. Poor people	Some were so poor they were forced to live in cellars	12. Workers	Some earned so little they struggled to afford food
13. Ignorance	People ate unhealthily partly because they did not know of balanced diets	14. Affordable foods	Bread, potatoes, butter, and tea most common but eggs also eaten
15. Less affordable food	Cheap bacon, offal (e.g. liver) and rabbit were seen as treats by most	16. Limited regulation and laws	Poor technology and laissez faire of government meant people were able to get away with selling food that had gone 'off'
17. Foods	Items such as butter (with copper) and milk (with chalk) were adulterated to make them look better so those selling could make more money	18. Water supplies	By 19 th century was responsibility of private water companies
19. Water supplies	Rich people could afford to have water piped directly to their homes	20. Access to water	Most people relied on their landlords to pay for access to water pipes
21. Access to water	When landlords didn't want to pay, access to water might be limited to a few hours a day	22. Access to water	If landlords refused to pay for water, some had to collect from rivers or gather rainwater
23. Water quality	Frequently filthy as water companies sought to maximise profits because of capitalism	24. Water quality and disease	In Kidderminster, water was so filthy 50 people died of diarrhoea in the 1880s
25. Increased population	The increased population of towns and cities meant waste disposal systems could not cope	26. Waste disposal	Landlords would often delay paying nightsoilmen to empty full cesspits meaning disease spread easily
27. Cesspits	Varied in quality- many were poor and leaked a lot	28. Cesspits	Often served many families so lots of people sharing toilets

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29. Waste disposal	Flushing toilets connected directly to rivers meant they became increasingly dirty	30. Government attitudes	Laissez faire meant government did little to deal with problems caused by increased population e.g. poor housing, filthy water, adulterated food, waste disposal
31. Diseases	Diseases such as TB, diphtheria, typhus and typhoid common in towns as they were so filthy	32. Life expectancy	Fell to 14 in Ancoats, Manchester, in the 1840s
33. Cholera	First entered England in 1831	34. Cholera	Spread through water
35. Cholera	Led to people dying within 48 hours of dehydration from excessive defecation (pooping)	36. Cholera	1831-1832 epidemic killed 55,000 people
37. Cholera	People still didn't know what caused it	38. Impact of cholera	Killed 702 people in Leeds in 1832
39. Impact of cholera	Killed 64 when struck Kidderminster in 1832	40. Attempts to deal with cholera	In Leeds, the Board of Health gave guidance aimed at reducing miasma
41. Dr Baker	Investigated cholera in Leeds and established there was a link between dirt and disease	42. Cholera	Many people turned to prayer to try to stop the spread of cholera
43. Cholera in Kidderminster	The doctors that investigated the disease in Kidderminster saw that dirtier parts of town were worst affected	44. Government responses to cholera	National government organised a national day of fasting in response to cholera
45. Government responses to cholera	Government created a National Board of Health (which didn't do much) and encouraged towns to create their own	46. Local Boards of Health	Groups set up to try to deal with the health problems caused by cholera and organised e.g. burning barrels of tar to try to solve the problem of miasma
47. Robert Farr	Made it compulsory to record how people had died on birth certificates so issues of disease were known	48. Edwin Chadwick	Produced a 'Sanitary Report' in 1842 informing government of the country's public health problems and recommending building sewers and providing clean water
49. Chadwick's Sanitary Report	Vital because it showed government there was a link between dirt and disease	50. Chadwick's importance	Was vital to public health reform because he argued publicly against laissez faire attitudes and said government should increase taxes to pay for reforms
51. Opposition to public health reform	Groups such as landlords, the wealthy and water companies objected to Chadwick's recommendations (known as 'dirty party') because would cost them money and limit profits	52. 1848 Public Health Act	Allowed towns to set up Boards of Health, connect sewers and provide fresh water but was not compulsory. Did set up a National Board of Health
53. 1848 Public Health Act	Created in response to public health problems but was permissive (not compulsory) so most towns ignored it and little improved	54. 1848 Public Health Act	Did so little that National Board of Health actually abandoned in 1854 showing government did not take it seriously!
55. 1875 Public Health Act	Stated town councils had to maintain sewers, provide fresh water, make sure rubbish was collected and inspect slaughterhouses	56. 1875 Public Health Act	Stated town councils had to maintain sewers, provide fresh water, make sure rubbish was collected and inspect slaughterhouses
57. 1875 Public Health Act	Passed because of Great Stink in 1858 and the building of London sewers, improvements in science (germ theory) and	58. Government and food	Passed Pure Food Acts in 1860 and 1872 and Sale of Food and Drugs Act to deal with adulteration

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	technology (sewers), weakening of laissez faire (challenged by Chadwick) and allowing more working men to vote		
59. Housing problems	1875 Artisans Dwelling Act allowed slum housing to be cleared (most ignored it) showing government saw housing was an issue	60. Civic pride	Some towns continued to improve because of people's pride in their towns

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Modern Health 4-1 Knowledge Organiser

Key concept for understanding		Meaning	Example in context	
1. Welfare state		The idea the government should provide for everyone	The Labour government of 1945 aimed to build a welfare state from cradle to grave	
2. Nanny state		The idea that government is too involved in people's lives- like a nanny	By the 1970s, some Conservative politicians believed the welfare state had gone too far and was in fact a nanny state	
Key ideas				
1. Liberal government	Elected in 1906 and believed government needed to do more to improve people's lives	2. 1909 Housing Act	1909 Housing Act banned the building of new back to backs	
3. 1919 Housing Act	New Act in 1919 gave orders to councils to build homes fit for WW1 heroes with guaranteed minimum standards	4. Labour government in 1945	Promised to build a welfare state to take care of people from cradle (birth) to grave (death)	
5. Post WW2	Huge expansion of good quality housing with councils building flats for people to rent from the government	6. 1980 Housing Act	Gave people the right to buy their council homes from the government	
7. Private renting	Private renting has increased a great deal since 1980 and this has seen a decline in living standards	8. Food supply	Chains such as Lipton's and Sainsbury's meant people had a better supply and access to food	
9. WW2	Rationing meant people ate healthier foods and had more balanced diets	10. Food after WW2	Rise of takeaways, microwave ovens and fast food meant people became unhealthier	
11. Food access	Foodbank use has increased greatly in the 21 st century	12. Impact of WW2	Increased how physically active people were	
13. Factories	Increased use of factories up to the 1950s saw increases to pollution	14. Car usage	Increased use of cars up to the 1990s has increased air pollution	
15. Spanish flu	Killed as many as 125,000,000 worldwide and 225,000 in the UK	16. Responses to Spanish flu	National government left it to local government to correspond responses	
17. Dr James Niven	Organised the response to Spanish flu in Manchester and arranged for leaflets to be delivered, schools to be closed and urged people to avoid public transport	18. AIDS	First noticed in the late 1970s and early 1980s	
19. HIV/AIDS	Early years were notable for ignorance about disease and newspapers calling it a 'gay plague'	20. HIV/ AIDS	By early 1990s, government protecting people by introducing blood screening for transfusions and advising safe sex	
21. HIV/AIDS	Development of anti-retrovirals after 1996 and PrEP drugs in 2012 mean people need no longer die of AIDS	22. Vaccinations	Government began full vaccination programme against diseases which increased over time	
23. Anti-smoking laws	Government has increased anti-smoking legislation since 1964 and banned public smoking in 2007	24. NHS	Formed in 1948 to provide free universal healthcare to all	

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Modern Health: Grade 9-5 Knowledge Organiser

Key concept for understanding	Meaning	Example in context	
1. Welfare state	The idea the government should provide for everyone	The Labour government of 1945 aimed to build a welfare state from cradle to grave	
2. Nanny state	The idea that government is too involved in people's lives- like a nanny	By the 1970s, some Conservative politicians believed the welfare state had gone too far and was in fact a nanny state	
Key ideas			
1. Liberal government	Elected in 1906 and believed government needed to do more to improve people's lives	2. 1909 Housing Act	1909 Housing Act banned the building of new back to backs
3. 1919 Housing Act	New Act in 1919 gave orders to councils to build homes fit for WW1 heroes with guaranteed minimum standards	4. Becontree Estate	Greta example of the products of the 1919 Act- was a large estate for people from the east end of London with 25,000 houses of good quality for those thought to be responsible
5. Problems with 1919 Act	Funding cuts (Britain repaying costs of war) meant only 200,000 homes were built in 1920s	6. 1930 Housing Act	Forced private landlords to sell their back to back slums so councils could demolish them and replace them with better homes
7. Houses in the 1930s	1.1 million new homes built between 1918 and 1939 which were of good quality and owned by councils (local government)	8. Labour government in 1945	Promised to build a welfare state to take care of people from cradle (birth) to grave (death)
9. Post WW2	Huge expansion of good quality housing with councils building flats for people to rent from the government	10. Council owned homes	By 1980, 42% of people lived in a home owned by the council
11. Margaret Thatcher	Elected in 1979 and believed that people had become too dependent on the 'nanny' state	12. 1980 Housing Act	Gave people the right to buy their council homes from the government- 1.5 million people took this up
13. Private renting	Private renting has increased a great deal since 1980 and this has seen a decline in living standards	14. Food and technology	Improvements such as refrigeration and canning meant people had greater access to food from 1900 onwards
15. Food supply	Chains such as Lipton's and Sainsbury's meant people had a better supply and access to food	16. Improved access to food	People were able to afford new foodstuffs such as chocolate, biscuits and sweets as wages rose and prices fell between 1900 and 1939
17. WW2	Rationing meant people ate healthier foods and had more balanced diets	18. Food after WW2	Rise of takeaways, microwave ovens and fast food meant people became unhealthier
19. Impact of capitalism on food	Capitalism and its quest for profit means dodgy practices have been used in farming that have led to diseases like CJD	20. Impact of capitalism on food	Has encouraged 'industrial' farming using antibiotics which increases bacterial resistance and increases the risk of pandemics
21. Food access	Foodbank use has increased greatly in the 21 st century as poverty has increased	22. Improved technology after WW1	New technologies meant people became less active and therefore fatter
23. Impact of WW2	Increased how physically active people were	24. Technology generally	As has developed (e.g. TV remotes) has encouraged increased inactivity
25. Factories	Increased use of factories up to the 1950s saw increases to pollution	26. Great Smog	Huge episode of pollution in London in 1952 that killed 12,000 Londoners

The People's Health Knowledge Organisers

27. 1956 Clean Air Act	Aimed to resolve issue of smog by forcing factories to burn fuel that didn't pollute air as badly	28. Car usage	Increased use of cars up to the 1990s has increased air pollution greatly
29. Government attempts to deal with car pollution	Government has banned new petrol engines from 2035	30. Spanish flu	Killed as many as 125,000,000 worldwide and 225,000 in the UK
31. Responses to Spanish flu	National government left it to local government to correspond responses	32. National government response to flu	Chief Medical Officer Sir Arthur Newsholme advised people to carry on, wash their hands and avoid sneezing in public
33. Dr James Niven	Organised the response to Spanish flu in Manchester and arranged for leaflets to be delivered, schools to be closed and urged people to avoid public transport	34. Dr James Niven	Kept meticulous records of the outbreak and advised national government to follow his advice
35. Spanish flu in Manchester	Much smaller outbreak in Manchester- killed only 1700 (10,000 in London)	36. AIDS	First noticed in the late 1970s and early 1980s
37. HIV/AIDS	Early years were notable for ignorance about disease and newspapers calling it a 'gay plague'	38. HIV/ AIDS by 1986	As understanding improved, government warned public using newspapers and on TV
39. HIV and Princess Diana	Shook hands with an AIDS patient in 1987, showing the public it was not like the plague at all	40. HIV/ AIDS	By early 1990s, government protecting people by introducing blood screening for transfusions and advising safe sex
41. HIV/AIDS	Development of anti-retrovirals after 1996 and PrEP drugs in 2012 mean people need no longer die of AIDS	42. Liberal Reforms	The Liberal government elected in 1906 wanted to improve public health so introduced pensions, medical inspections and basic unemployment and health insurance
43. Vaccinations	Government began full vaccination programme against diseases which increased over time	44. 1956 Clean Air Act	Aimed to make people healthier by ensuring factories burnt fuel which didn't pollute as badly
45. 1974 Health and Safety Act	Aimed to guarantee people safety at work	46. Anti-smoking laws	Government has increased anti-smoking legislation since 1964 and banned public smoking in 2007
47. NHS	Formed in 1948 to provide free universal healthcare to all	48. NHS	Now responsible for coordinating many public health campaigns such as those against obesity and encouraging people to quit smoking