

1. The Middle Ages

During the Middle Ages most people lived in villages and farmed the land. Both the land and villeins (peasant villagers) were owned by a lord of the manor. In return for living on the land, villeins had to obey their lord. For example, they were not allowed to leave the land without the lord's permission and had to work for three days every week without any payment. Although villeins could buy or be granted their freedom from their lord, this was very unlikely and uncommon.

4. Parliament

In 1265 a baron, Simon de Montfort, established the first Parliament. As well as bishops and barons, two knights from each county and large town entered Parliament. This was the first time ordinary people – the commoners – were given some say in how the country was run. For example, Parliament could ask the monarch for permission to introduce new laws. The monarchy was also reliant on Parliament to help raise taxes.

6. Towns

During the Middle Ages the number and size of towns increased. London was the largest town with a population of over c.40,000. By 1400, about 300 towns had received a charter of freedom. The charter of freedom was granted by the monarch or local lord and allowed ordinary people a new sense of freedom. For example, town officials were granted the right to rent land for personal use as well as to hold markets. Ordinary people could therefore make and keep their own goods and profits.

KS3 Spine Freedom and Rights



2. Women in the Middle Ages

Throughout the Middle Ages, women were viewed as mentally and physically inferior to men. As a result, they were seen as the possessions of men. For example, women were not allowed to train as a doctor, lawyer, priest or judge, to own property, to travel on their own, to wear tight or revealing clothing, or to marry without parental permission. The Christian Church also stated that wives were servants to their husbands.

7. Cromwell's Commonwealth

During Cromwell's Commonwealth (1649–1660), corruption and bribery was reduced. This meant that people could no longer escape the law just because they were rich. There was also an increase in publishing. For example, women's work was published for the first time. In addition, Cromwell embodied the shift in power from the monarchy and wealthy elite to a republic led by an ordinary man who had risen from the ranks of a farmer.

3. The Magna Carta

Although the Magna Carta (1215) did not apply to ordinary people, it marked an instrumental change in freedom and rights in Great Britain. The Magna Carta protected barons and other nobles because it checked the power of the monarchy. For example, King John agreed to allow fair trials before imprisonment, to stop unfair taxes, and to permit merchants to travel the country without paying large taxes.

5. The Peasants' Revolt

As a result of the Peasants' Revolt (1381), which saw 60,000 angry peasants rise up against King Richard II, poll tax was scrapped. Although many changes occurred slowly over the next 50 years, the peasants did receive many of their demands. For example, the monarchy stopped trying to control the wages of peasants and peasants won their freedom from their lords.

8. Race

Although British merchants transported almost 3 million Africans across the Atlantic into slavery between 1700 and 1810, slavery was outlawed in Britain in 1772. By the end of the 18th century, c.15,000 black people lived in England. Whilst black people could enjoy rights, such as the ability to testify in court and own goods, they were still subject to terrible racist stereotyping.

History KS3 Freedom and Rights

9. Reformers

During the 1800s, reformers like Lord Shaftesbury, Richard Oastler, John Fielden and Michael Sadler campaigned for laws to protect factory and mine workers. In particular, they sought to protect women and children who were seen as more vulnerable than men. For example, the 1833 Factory Act ruled that children under the age of nine could not work in factories, whilst the 1844 Factory Act ruled that women could only work a maximum of 12 hours a day.

10. The Vote

Although still limited, three Reform Acts (1832, 1867 and 1884) gave more people the vote than ever before. By 1884, c.5 million people could vote – two out of every three men could vote. The right to vote was also protected by the 1872 Ballot Act, which meant that all voting became private. By 1918, all men over the age of 18, regardless of whether they owned property or not, could vote.

11. The Liberal Reforms

Many of the Liberal reforms of the early 20th century sought to improve and protect the rights of children. For example, in 1906 local authorities sought to provide free school meals. Equally, in 1908, the Children’s Charter set out severe punishments for any adult who neglected or abused children. Juvenile courts were also established, which sent children convicted of a crime to borstals instead of prisons. The death penalty for children under the age of 16 was also abolished.

12. Rights for women

Legislation throughout the 20th century increased and protected the rights of women. For example, in 1918 all women over the age of 30 were allowed to vote. By 1928, all women over the age of 21 were granted the right to vote on the same terms as men. Likewise, the Equal Pay Act of 1970 ruled that women must receive the same pay and conditions as men, whilst in 1991 the law recognised rape in marriage.

13. The 1960s

The 1960s saw a rise in more liberal attitudes in Britain. For example, it became acceptable for women to pursue independence and seek roles beyond marriage and motherhood. Equally, the 1967 Sexual Offences Act decriminalised homosexuality. Although it was not until 2014 that same-sex marriages were legalised, increasingly people had the rights and freedom to choose how to live and love.

14. Racial Equality

The Race Relations Act (1965) was the first legislation to address racial discrimination. The act outlawed discrimination on the grounds of colour, race, or ethnic or national origins, in public places. In 1968 a further act made it illegal to refuse jobs, housing or public services to anyone on the basis of their race, ethnic background or country of origin. In 2006, the law was extended to define spreading racial or religious hatred as a crime.

Activities

1. Define the key term – freedom.
2. Define the key term – right(s).
3. The economic, political and social freedom and rights of people in Great Britain have changed over time. Identify at least one example of a change in:
 - a. the economic freedom and rights of people in Great Britain
 - b. the political freedom and rights of people in Great Britain
 - c. the social freedom and rights of people in Great Britain.
4. Create a ‘living graph’ to show how the freedom and rights of people in Great Britain have changed over time. Use the Y axis to plot the increasing level of freedom and rights and the X axis to plot time.
5. When you think about ‘change’ you should consider the size, type and significance of the change. Using the word bank below to help, which three words best describe the changes to the freedom and rights of people in Great Britain over time? Which pieces of evidence best support your descriptive words?
6. To what extent did the freedom and rights of people in Great Britain change over time?

Size of Change	Type of Change	Significance of Change
considerable	critical	comprehensive
great	contributing	empowered
large	drastic	enduring
major	expected	insignificant
marginal	key	facilitated
minimal	landmark	far-reaching
minor	main	long-lasting
negligible	radical	served as a catalyst to
slight	revolutionary	short-lived
small	pivotal	significant



CATHOLICISM c.600-1534

How did they worship and what did they believe?

There were seven sacraments which people could do to get to heaven:

- Baptism: where children were cleansed of original sin (Catholics thought everyone was born sinful)
- Confirmation: a ceremony which allowed young people to become members of the Church and take Mass (a special church service)
- Marriage
- Ordination: when a man becomes a priest or monk and a woman becomes a nun
- Last Rites: dying people were anointed with holy oil so they died with no extra sin on their souls
- Penance – confession of sins to a priest
- The Mass – re-enactment of the Last Supper where everyone who was confirmed could take bread as a symbol of Christ

Church services and the Bible in were written in Latin. Only the Clergy (priests) could read the Bible and they definitely were NOT allowed to get married. People could not pray directly to God – they had to ask saints or the Virgin Mary to intervene on their behalf with God. When a villager went into church, it would be the most important building in their village, as well as the biggest. There would be paintings on the walls and lots of decorations and statues. A big carved screen called the Rood screen hid the altar from view. During the most important service, the Eucharist, the smell of incense was everywhere and a little silver bell was rung to tell people when transubstantiation had happened. The church services were linked into the farming year and celebrations like harvest festival or blessing the fields at the time of sowing seeds were very important. The church was the centre of EVERYONE'S life.



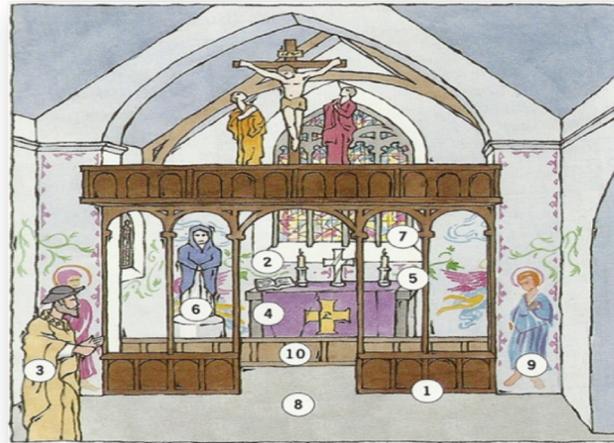
PROTESTANTS 1517- present

How did they worship?

England was mainly a Catholic country, but Henry VIII put reformers who wanted a more protestant religion in positions of power in England after he split from the Roman Catholic Church in 1532, and made himself the head of the Church in England so that he could get a divorce from Catherine of Aragon. A side bonus was all the money he got from the Church. Protestants followed the teachings of a man called Martin Luther, a German who had complained about the corruption in the Catholic Church in Wittenberg in Germany. After visiting Rome, he was extremely angry at clergy there selling indulgences (written promises that forgave people their sins so they could get into heaven) for money – he said only God could forgive sins. He first complained in 1517 when he nailed 96 complaints to the church door in Wittenberg. There were other important Protestants whose beliefs people followed, such as Calvin and Zwingli. Protestants believed that all the money and complicated ceremonies in the Catholic Church were wrong and that everything should be simplified so people could have a relationship with God themselves, rather than with the Church, saints and the Virgin Mary. They wanted the Bible to be in German if you were German or in English if you were English, and thought everyone should have the right to read the Bible as it was the word of God.

Protestants also wanted very simple churches without decoration – no fancy priestly vestments (clothes worn for ceremonies), no stained glass windows, no gold or silver and no wall paintings, incense or bells.

They wanted to worship differently as well, with church services in English and a focus on the Bible and personal relationships with God. They wanted a simpler service with less Catholic 'superstition' as it was often called, meaning no incense, no Latin and no intervention from saints or the Virgin Mary; instead, people could pray directly to God.

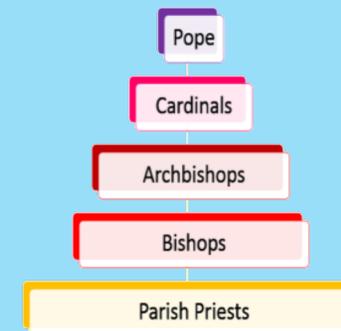


What was the Catholic Church like?

KS3 Spine The Church



How was the Catholic Church run?



KS3 Spine The Church

PURITANS 1540s – 1700s

How did they worship?

Puritans wanted a stricter form of Protestantism. They wanted to keep everything very plain – the way they dressed, their churches and their services – so that nothing would distract them from worshipping God.

Puritans believed there were only two sacraments (ways to be saved and go to heaven), which were baptism and the Eucharist (a church service to remember the Last Supper).

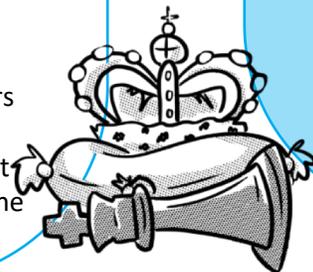
They got rid of music and instruments in church services and tried to live plain lives devoted to God. Puritans became more well-known throughout the reign of Elizabeth I.

Puritans disagreed about how their churches should be organised. Some thought it was fine to keep bishops as long as they reformed the Church; others thought there should be a hierarchy of elected officials from each congregation; and another group thought there shouldn't be a national church and each local church should act on their own.

Elizabeth I passed laws against Puritans because she thought they were a political threat to her. Elizabeth had the title 'Supreme Governor' of the Church of England and she thought that anyone who wanted a different structure to the Church would threaten her political power.

Puritans gained more power during the reign of Charles I as they were a powerful group within Parliament. After Charles I was executed in 1649, Oliver Cromwell – a Puritan – became leader of England and Puritan beliefs became very popular in some areas.

When Charles II came to the throne, many Puritans did not want to worship in the same way as the national religion and became known as 'dissenters'. Many dissenters left for America and set up settlements to live in with their own religious beliefs. In England, dissenters gradually became known as non-conformists (people who did not conform to the national Church) and were allowed to worship as they wished after the Act of Toleration was passed in 1689.



Power of the Church

Medieval Church: The Catholic Church had power over every aspect of life in Medieval England. It could tell the King what to do, owned 1/3 of the land in England and was hugely wealthy. Bishops sat in the House of Lords and had a say in how the country was run, if the King chose to listen.

Tudor Church: After the Reformation the Church was tied to Parliament and Government and as the Head of the Church and State, the monarch's power was unrivalled in England and they had complete power over the Church.

Stuart Church: During the reign of Charles I, Parliament became more powerful – especially a group of Puritan MPs in the Houses of Commons and Lords. They wanted a stricter form of religion and were worried that Charles I, his Catholic wife and Archbishop Laud – who brought more catholic elements back into the religious service – were changing religion for the worse, not the better. This, with other financial and foreign problems, led to a civil war between Parliament and the King.

Inter-regnum: In between the rules of Charles I and Charles II, Oliver Cromwell, a serious Puritan, ran the country as a commonwealth. He had total power over religion, the Parliament and the country. When he died, his son wanted to be a farmer more than a ruler and Parliament asked Charles II to come back, but under new rules about what a king could do.

'Glorious Revolution': Under William and Mary, Protestant monarchs, the 1689 Act of Toleration was passed which gave religions (other than Catholicism) more freedom to worship, restricting the power of the established Church.

Nineteenth Century: Most people still saw the Church as the centre of their daily lives. However, the increase in scientific understanding of disease and natural science about how the world worked, as well as new sciences such as archaeology, palaeontology, and Darwin's theory of evolution, began to erode the power of the Church. People began to question the Bible and whilst the majority of people remained religious, aspects of religion were questioned and there was not one single religion followed by the whole nation.

RELIGION IN THE C19TH – Non-conformism

How did they worship?

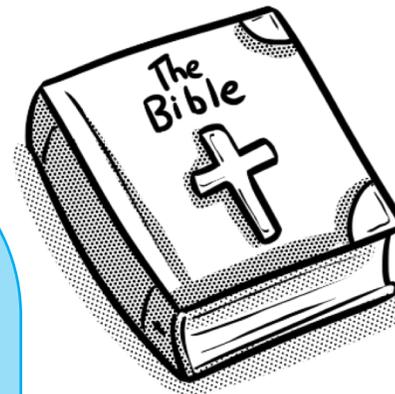
The Church of England, or Anglican church as it is sometimes known, was still incredibly powerful in the nineteenth century.

Although it had less influence in industrial towns than in villages, Catholicism was still extremely unpopular. In fact, there were laws against Catholics holding certain jobs. The oath sworn by new Members of Parliament meant Catholics could not be MPs or Justices of the Peace, until the Catholic Emancipation laws of 1829.

For many people their social life still revolved around the church, which provided outings for Sunday school children and often had a village hall and ran societies and clubs associated with the church. Most employers still expected people to go to church and many factory owners who provided accommodation to their workers expected certain Christian ways of life from their employees, such as not drinking or going to church on a Sunday.

There were many non-conformists in the nineteenth century, such as Quakers (a group set up by George fox in 1650) and Methodists. Quakers believed there should be no structure to religion or services and that God exists in everyone.

Methodists were set up by an influential clergyman called John Wesley, who was a charismatic speaker. Methodists believed that everyone could be 'saved' by God, and they had a strong focus on charitable acts, helping others and also temperance (not drinking alcohol). Wesley and his appointed preachers travelled around England and became particularly popular with the working classes. In the twentieth century church, attendance declined as society became more liberal and the UK became a multi-faith society.

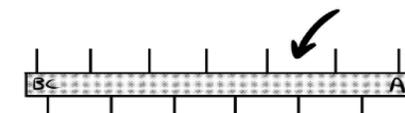


KS3 Spine The Church

Activities

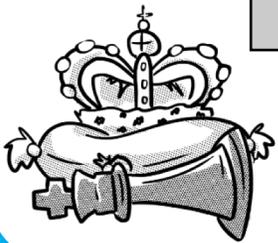
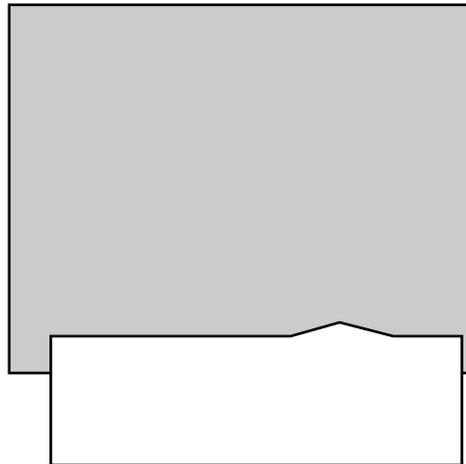
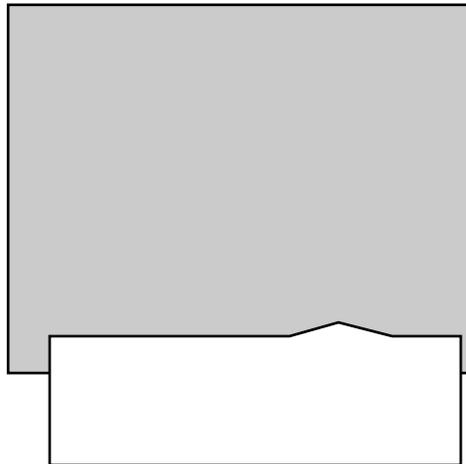
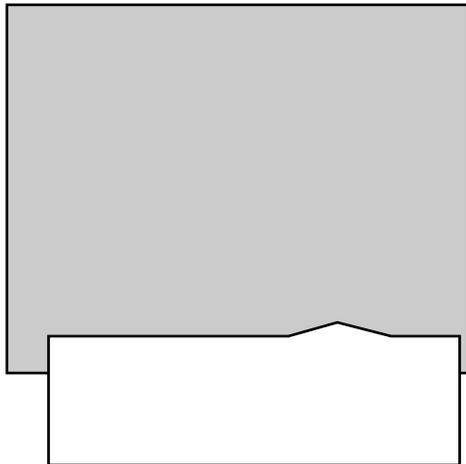
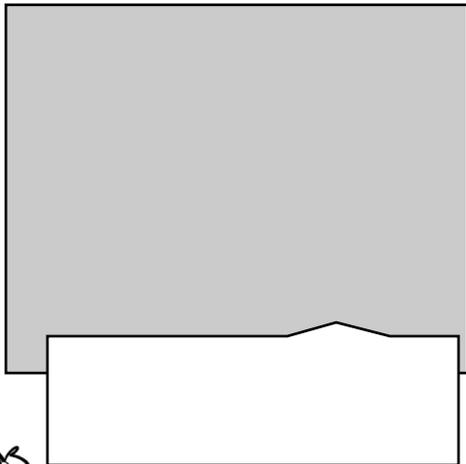
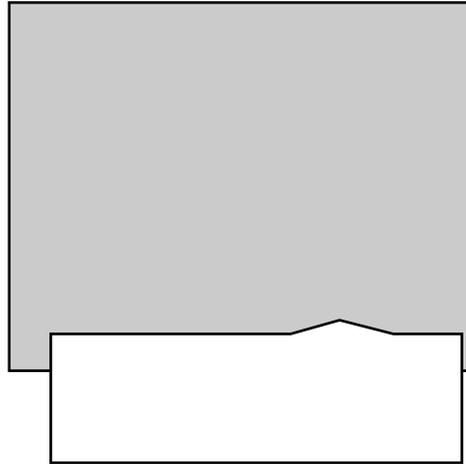
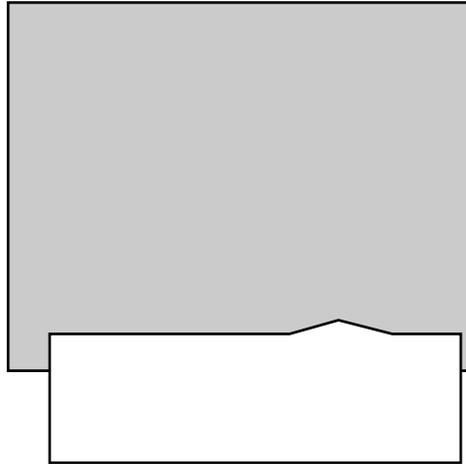
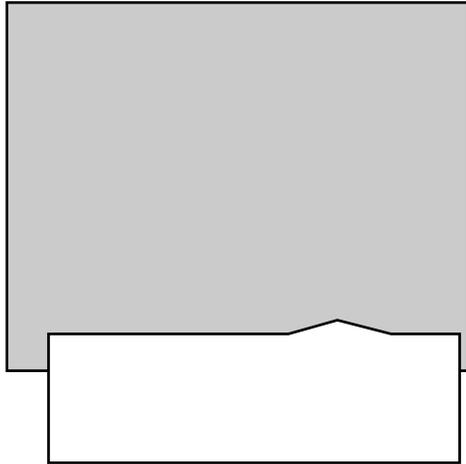
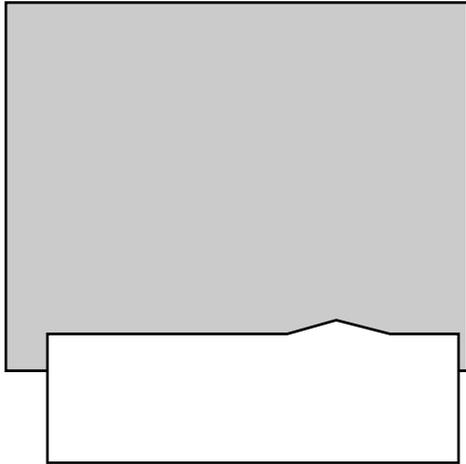
Using this information on the different types of Christian Denominations, complete the following activities:

1. Explain in your own words the beliefs of the Catholic, Protestant and Puritan Churches.
2. Why was the Pope powerful in England before the reformation?
3. In a sequence of 6-8 pictures, demonstrate why and how the church changed during the Reformation. Use the picture storyboard in the 'going deeper' booklet.
4. Create a timeline demonstrating how the power of the Church changed.
5. Make a list of all the similarities and differences these different religious groups have.





Storyboard – for the changes in the Reformation. Add your pictures and then captions or notes underneath.

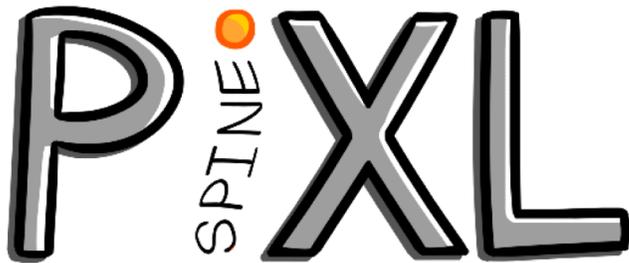


Who was to blame for Kristallnacht? A Holocaust Source Investigation



Historical Context

Hitler and the Nazi Party came to power in Germany in 1933 when Hitler was appointed chancellor of Germany. In the 1930s, a thriving Jewish community existed in Germany, with Jews being found in all walks of life – in particular, within the developing musical, theatrical and artistic movements of the Weimar Republic. Anti-Semitism had existed in Europe for over 1,000 years and so was not a new phenomenon in Germany. However, Hitler and his Nazi Party made this hatred of Jews a vital part of their political ideas. The fact that the Nazi Party was the most popular party in Germany in the 1930s shows that many other Germans shared Hitler's anti-Semitism. Throughout the early 1930s, Hitler and the Nazis began their legal persecution of Jews through a series of laws banning Jews from certain professions and public spaces. By 1938, things had escalated to become far more violent. On 7th November 1938, a 17-year-old Polish Jew shot dead a German diplomat in Paris in protest against the German government's anti-Semitism. Over two nights, 9th and 10th November 1938, Jewish synagogues and shops were burned and looted. Altogether 117 synagogues were destroyed, 7,500 Jewish shops were looted and 91 Jews were killed. Nearly 20,000 were arrested and sent to concentration camps. This event became known as 'Kristallnacht', the 'night of the broken glass'.



Activities

1. Working with a partner, come up with a list of what you think makes a historical source more and less reliable. You must be able to explain your ideas.

More Reliable Less Reliable

2. What does Source A tell us about the causes of Kristallnacht? Make two inferences.

3. What can you learn from Source D about anti-Semitism in Germany? Support your inferences with your own knowledge.

4. Use Sources A–H. What evidence can you find to support the view that Hitler and the Nazis were to blame for Kristallnacht? Support your points with evidence from the sources.

5. Use Sources A–H. What evidence can you find to support the view that ordinary Germans were to blame for Kristallnacht? Support your points with evidence from sources.

6. How reliable is Source E as an account of Kristallnacht? Use the source and your own knowledge to answer the question.

THINK: Where does the source come from? Who wrote it? For what purpose?

7. Considering the sources that you have looked at, who do you consider to be most to blame for Kristallnacht – ordinary German people or the Nazi Party? Support your points with evidence from the sources.

CHALLENGE: Consider the reliability of evidence when reaching your overall judgement.

The Historical Debate

Historians disagree about the origins of Kristallnacht. Some think it was created by Hitler and the Nazi government in response to the murder of a Nazi diplomat by a Jewish teenager. Others think it was a spontaneous attack from ordinary German people who had been taken in by Nazi propaganda. Look at the following sources and see what you think.

Source A

"Jewish Homes Attacked. Spontaneous waves of anger amongst the German people sweep the nation as a result of the cowardly murder of German in Paris."

A headline from a German newspaper, 10th November. NOTE: all German newspapers were either owned by the Nazi Party or were supporters of them.

**Source B**

"There had been signs of trouble for weeks. Notices reading 'Jews not wanted' appeared in various shops and cinemas. In the countryside, Jews were terrorised so much that they sold their belongings and moved away."

A description of events in the weeks before Kristallnacht, written in November 1938 by a German Jew.

**Source C**

"An hour later I took the bus into town... Everywhere I went I saw upset, sad or angry faces. I also heard three people's comments:

'Once upon a time looters and robbers were shot, now the police protect them. That's what Germany's come to. The country we risked our lives for'. An old soldier watching people steal from shops with shattered windows. 'They shouldn't have done it. I'm sure Hitler doesn't approve.' A woman wearing a large Nazi Party badge. 'We Germans will pay dearly for what was done last night. Our churches, houses and stores will be destroyed for sure.' An older German woman."

Comments by German men and women about Kristallnacht, reported in *Hitler's Germany* by Bernt Engelmann, 1988.

**Source D**

"Mob law ruled in Berlin throughout the afternoon and evening as hordes of hooligans took part in an orgy of destruction. I have never seen an anti-Jewish outbreak as sickening as this. I saw fashionably dressed women clapping their hands and screaming with glee while respectable mothers held up their babies to see the 'fun'. No attempt was made by the police to stop the rioters."
An account of Kristallnacht published in the *Daily Telegraph*, a British newspaper, on 12th November 1938.

Source E

"The death of a loyal party member by the Jewish murderer has aroused spontaneous anti-Jewish demonstrations through the Reich. In many places Jewish shows have been smashed. The synagogues, from which teachings hostile to the state and people are spread, have been set on fire. Well done all of those Germans who have ensured revenge for the murder of an innocent German."

An account of Kristallnacht published in *Der Sturmer*, an anti-Semitic German newspaper, on 10th November 1938.

Source F

"I feel the urge to present to you a true report of the recent riots, plundering and destruction of Jewish property. Despite what the Nazis say, the German people have nothing to do with these riots and burnings. The police supplied SA men [Hitler's brown-shirted private army] with axes, house-breaking tools and ladders. A list of the addresses of all Jewish shops and flats was provided and the mob set to work. The police had strict orders not to interfere."

An anonymous letter sent to a British official working in Germany from a man who worked for the German government, 12th November 1938.

Source G

"On 10th November I drove past the still smouldering ruins of Berlin's synagogue... today this memory is one of the saddest of my life. Hitler claimed he had not wanted this. Later, in private, Goebbels hinted that he had been the organiser for this sad and terrible night and I think it very possible that he was."

Albert Speer, a man who worked as Hitler's chief architect, remembering Kristallnacht. After the war, Speer spent 20 years in prison for his work in Nazi Germany.

Source H

"Goebbels could be heard explaining about an attack he was going to launch in a few hours' time. Hitler approved because he squealed with delight and slapped his thigh with enthusiasm. It was clear that Goebbels, who was not popular with Hitler at the time, was trying to win back Hitler's support."

A journalist's account of a dinner on the evening of 9th November. The journalist wrote his account in 1954.

1. Types of Monarchy

In an **absolute monarchy**, the monarch rules with total power over the state and government – for example, they can pass laws and issue punishments. This was the most common form of government until the 19th century.

In a **constitutional monarchy**, the monarch has partial and restricted power, which is set out in the constitution. A constitutional monarch will have to work with Parliament and the electorate, performing ceremonial roles. This form of monarchy dominates today.

2. 1066 Succession Crisis

In 1066, Edward the Confessor did not name his successor and so caused a Succession Crisis. Edward was childless and four men had legitimate claims to the English throne: Harold Godwinson, William, Duke of Normandy, Harald Hardrada and Edgar Aethling. Following the rules, the Witan (king's advisers) chose the next king of England: Harold Godwinson, based on his experience and military strength.

3. Medieval Monarchy

In medieval England, the king was the most powerful person in the land; no one could tell the king what to do. In order to govern the country, kings shared some of their powers with their earls and took advice from their council, the Witan.

Medieval kings had the power to: make laws; grant land to loyal followers or take it away as punishment; raise an army; decide when tax was paid and how much. It was believed that the king was chosen by God to lead his people.

Every boy would swear an oath to be loyal to the king.

4. Thomas Becket

In 1170, Thomas Becket tested the power of King Henry II. When Becket, as Archbishop of Canterbury, refused to make changes to the Church courts that would increase Henry's power, the two men fell out. The disagreement that followed eventually led to the murder of Becket in Canterbury Cathedral. Henry II was forgiven, but this event tells the story of a significant challenge to the power of the monarch in England.



KS3 Spine

Monarchy and Power

5. The Magna Carta

Although the Magna Carta (1215) did not apply to ordinary people, it marked an instrumental change in monarchy and power in Great Britain. The Magna Carta protected barons and other nobles because it checked the power of the monarchy. For example, King John agreed not to interfere with the Church, to allow fair trials before imprisonment, and to stop unfair taxes. The Magna Carta introduced the idea that there were certain laws and rules that the king must accept. Today it is remembered for being the first step on the road to Britain becoming a democracy.

6. Parliament

In 1265 a baron, Simon de Montfort, established the first Parliament. As well as bishops and barons, two knights from each county and large town entered Parliament. This was the first time ordinary people – the commoners – were given some say in how the country was run, thereby reducing the power of the monarchy. For example, Parliament could ask the monarch for permission to introduce new laws. The monarchy was also reliant on Parliament to help raise taxes.

7. Henry VIII and the Reformation

The result of Henry VIII's disagreement with the pope over his divorce from Catherine of Aragon was the English Reformation. This separated the Church of England from the Catholic Church in Rome and introduced Protestantism. Henry VIII appointed himself supreme head of the Church of England, expanding royal power during his reign. This gave Henry VIII power over the Church and control of the money that was previously paid to Rome.

8. The English Civil War

James I of England developed the theory of the Divine Right of Kings, which argued that the monarch was not answerable to any earthly authority, but ruled directly by the will of God.

King Charles I ruled without Parliament from 1628 to 1640. Many of his subjects opposed his levying of taxes without Parliament's consent and saw his actions as those of an absolute monarch. This was one factor in the outbreak of civil war in 1649. After his surrender, Charles I refused to accept demands for a constitutional monarchy, leading to his execution. Following this, the monarchy was temporarily abolished.

History KS3 Monarchy and Power

9. Cromwell's Commonwealth

In 1649, the British monarchy was abolished. A republic called the Commonwealth of England was declared. Cromwell, leader of the Commonwealth, embodied the shift in power from the monarchy and wealthy elite to a republic led by an ordinary man who had risen from the rank of a farmer. The Commonwealth lasted until 1660, when the monarchy was restored to Charles' son, Charles II.

10. The 'Glorious Revolution'

In 1688, supported by Parliament, William III and Mary II succeeded to the throne of England. Parliament was troubled by the King's Catholicism and replaced him with Protestant monarchs. This changed the existing line of succession and led to the 1689 Bill of Rights. The Bill of Rights limited the powers of the monarch and set out the rights of Parliament, including the requirement for regular parliaments, free elections and freedom of speech in Parliament.

11. Hereditary Monarchy

This is a form of government and succession of power in which the throne passes from one member of a royal family to another member of the same family. Historically, it is the most common type of monarchy.



12. Queen Victoria and the British Empire

As well as being Queen of England, Victoria adopted the title 'Empress of India' from 1876. By the time of her reign, Britain was already a constitutional monarchy. Unlike some British monarchs before her, Victoria had extensive influence across the globe because of the British Empire, which included dominions in Canada, Australia, New Zealand, South Africa, Newfoundland and the Irish Free State. These dominions gradually gained independence following World War Two.

14. Edward VIII and the Abdication

British history saw the abdication of a monarch in 1936. This is where a monarch formally gives up his/her monarchical power. Historically, abdications have occurred by force or voluntarily. Edward VIII abdicated because he faced opposition from Parliament when he wanted to marry a twice-divorced American. This became a crisis that shook the security of the British monarchy.

15. Elizabeth II and the Coronation

A coronation refers to the whole ceremony surrounding the placement of a crown on a monarch's head. It marks the formal installation of power with the monarch. During this ceremony, the monarch swears an oath to uphold the law and the Church. Queen Elizabeth II was crowned on 2 June 1953, and this was the first coronation to be televised.

Activities

1. Create a glossary that defines the following terms: absolute monarchy, constitutional monarchy, divine right, republic, hereditary monarchy, regent, abdication, coronation, Reformation.
2. Download and print a chronological list of British monarchs since 1000 AD, mark on the following, and explain your choice:
 - a. when Britain changed from an absolute to a constitutional monarchy
 - b. when Britain became a republic
 - c. any significant monarchs that you have learned about in your study of history

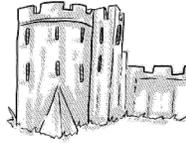
13. The Vote

Although still limited, three Reform Acts (1832, 1867 and 1884) gave more people the vote than ever before. By 1884, c.5 million people could vote – two out of every three men could vote. The right to vote was also protected by the 1872 Ballot Act, which meant that all voting became private. By 1918, all men over the age of 18, regardless of whether they owned property or not, could vote.

3. In your opinion, what are the **top three** events since 1000 AD that have changed British monarchy and power? Write a paragraph explaining your judgement.
4. *What event do you believe was most important for changing the power of the monarch in Britain?* Write a letter to the prime minister explaining why you believe that event deserves a national day of memorial and celebration.
5. "The Magna Carta was a turning point in the exercise of the power of the monarchy in Britain." How far do you agree?

1. **ANGLO-SAXONS:** Anglo-Saxons mostly lived in villages and worked on the land. Life was very hard for most people and very different from what it is today. **Ceorls** were free men who worked part of open fields that surrounded the village. Most villages had a rich lord whom the villagers looked to for protection. In return they gave him 'food rent'.

2. **HARRYING OF THE NORTH:** In 1066 William I invaded England and his Norman army killed the Anglo-Saxon king, Harold II. Some English people rebelled against their new ruler, and the biggest **rebellion** was in the north in 1069. William cruelly ended the rebellion, before ordering villages to be destroyed along with their animals and crops. Most who survived later starved to death.



3. **THE FEUDAL SYSTEM:** The feudal system was a more peaceful way for William I and other kings to keep control of society. All land now belonged to William, but he would lend it to **barons** in return for their loyalty to him. They in turn loaned land to **knights** in return for loyalty. Most people in England at this time were peasants, with half the population working a tiny piece of land – they were known as **villeins**. They had no rights at all.

4. **THE BLACK DEATH:** In 1348 the Black Death arrived in England, and in just a few months it killed at least one third of English society (rich and poor). There were now far fewer peasants to work the land, so they could demand pay for the work they did and choose whom they worked for. Landowners demanded an end to this. The king agreed – wages now had to be the same as before and peasants could not move away.



9. **THE LUDDITES, 1811:** The government dealt severely with anything they believed threatened them, and were terrified after the **French Revolution** of 1789, when thousands of members of the ruling class were executed. So when some skilled workers in Nottingham saw that machinery was causing their wages to fall, they took drastic action. Known as 'the Luddites', they began attacking factories and smashing the new machines. As a result, the government said no one could be out of their homes after 10 pm and anyone caught carrying out attacks could be executed.



KS3 Spine How Has British Society Changed since 1000AD?

5. **LIFE IN THE SIXTEENTH CENTURY:** William Harrison, a priest, wrote that "*We in England divide our [society] commonly into four sorts: gentlemen, citizens, yeomen and labourers.*" Some gentlemen were incredibly rich and helped the king rule, and most helped run villages as **justices of the peace**. **Citizens** were rich people who lived in towns in beautiful town houses. **Yeomen** either rented land from gentlemen or owned it. Labourers had no land.



8. **THE INDUSTRIAL REVOLUTION:** In 1750 Britain's most important **industry** was farming, with manufacturing carried out in people's homes. By 1900, however, industry was dominated by coal, iron, steel and textiles. Steam power was used in most industries. 75% of society now lived in towns, and huge urban cities had grown. The **government**, not the monarch, now played a big role in people's lives.

7. **1723 BLACK ACT:** The Black Act of 1723 made hunting deer, hare or rabbits a crime punishable by death. Even people caught armed, disguised or with blackened faces could also be **executed**. This law was passed by Parliament and many people believe it was created to protect their own property and interests. Most poachers were poor, as were most people in England at this time.

6. **ENGLISH CIVIL WAR:** In 1642 Charles I declared war on some in his **Parliament** and started the Civil War. One man in every 10 was killed, and many others died of starvation. The war forced people to choose between supporting Charles, their king, or Parliament. Parliament at this time contained the most powerful men in the country, voted for by rich men who owned property.

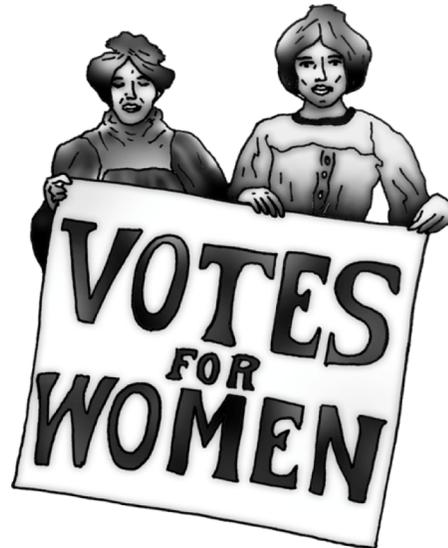


10. THE VOTE: Many people at this time believed that only a change to the electoral system would help improve their lives. Food prices were rising and there was widespread unemployment. The 1832 Reform Act meant 250,000 extra people could vote, but this still meant 90% of all adults did not have a **democratic** say in how their country was run. Even by the end of the 19th century, less than half the adult population was allowed to vote.

11. CHANGES UNDER EDWARD VII: Many people at this time, and historians since, saw the Edwardian period as a 'golden age'. For the rich, it was a time of great luxury and many did not need to work. The poorer working class could now claim compensation if they were injured at work, and they could receive unemployment benefit. Those over 70 with an income of less than £21 a year would receive a pension.

12. WORLD WAR ONE: When the Great War, as it was known at the time, broke out in 1914, the British army grew and included people from most parts of society. Soldiers who fought on the **Western Front** had to endure the horrors of the trenches. Siegfried Sassoon, who came from a comfortable background, was one such soldier. He saw that dying for your country might not always be 'glorious'. As the war went on, more and more women took on the jobs left by men who went to fight, and in many areas performed better.

13. CHANGING ATTITUDES IN SOCIETY: The first women campaigned to become **members of Parliament (MPs)** in the 1918 election, and in 1928, all adult women were granted the vote on the same terms as men. Many things that used to be crimes were **decriminalised** during the 1960s. Before 1967 homosexuality was illegal in the UK. In 1968 it became illegal to refuse jobs, housing or public services to anyone on the basis of their race or country of origin.



Activities

- Create a key word glossary that defines each of the key terms from the resource and explains why each one is a key term. You should show your learning in a table like this:

Key term	Definition	Why is this a key term?

- Create a 'living graph' to show how equality between the richest and poorest in society has changed since 1000 AD.



- *In your opinion, what are the **top three** events since 1000 AD that have changed British society? Write a paragraph explaining your judgement.*
- *What group, organisation or individual do you believe is most responsible for bringing about positive change(s) to British society? Write a letter to the prime minister explaining why you believe they deserve a national day of memorial and celebration.*



Which of the case studies do you believe gives a snapshot of the most interesting time in British society since 1000 AD? Create two convincing arguments to support your judgement that you could present to the head of history to try and get more time to study your chosen time period in lessons.

QUICK QUESTIONS:

1. Which king did William I defeat in 1066?
2. Who was at the bottom of the Feudal System?
3. When did the Black Death arrive in England?
4. What four "sorts" did William Harrison identify in society in the 16th century?
5. What percentage of men died during the English Civil War?
6. What did the 1723 Black Act make illegal?
7. What powered most industries during the Industrial Revolution?
8. Where did the Luddite attacks begin?
9. What percentage of the adult population could vote in 1900?
10. When did adult women get the vote in Britain on the same terms as men?