
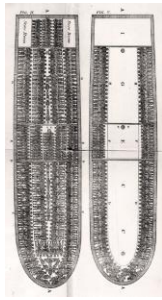






Year 8 Term 1: Human Consequences of the Sugar Trade



Key Events Glossary		Knowledge	
1492 AD	Christopher Columbus discovers the Caribbean Islands and names them the West Indies. He takes sugar to plant and so begins the trade with Europe. England seizes control of several Caribbean islands. From 1625 English also establish colonies in North America.	Olaudah Equiano 	<p>Who - Olaudah Equiano. Slave name, Gustavus Vassa.</p> <p>Where - From Nigeria. Was a slave in Virginia then later Britain.</p> <p>What - Kidnapped with his sister at around the age of 11, sold by local slave traders and shipped across the Atlantic to Barbados, Virginia and then England. Working as a slave, his name was changed to Gustavus Vassa. He worked for a naval officer for 8 years and learnt to read and write. Equiano earned money by trading on the side. In only three years, he made enough money to buy his own freedom. Equiano then spent much of the next 20 years travelling the world.</p>
1500s	English planters set up plantations and use slave labour to do the work on these sugar plantations. As the demand for sugar increased and the trade boomed, they grew more but also took more and more slaves from West Africa. Britain became the biggest slave trading nation. By 1600 200,000 slaves are taken from West Africa. This trade became known as the Triangular trade. Plantation owners built grand houses from the profits they made.		<p>In 1786 in London, he became involved in the movement to abolish slavery. He was a prominent member of the 'Sons of Africa', a group of 12 black men who campaigned for abolition.</p>
1650-1700 AD	<p>The transatlantic sugar trade changed as it was the Middle classes that now demanded it. They used it in their tea, coffee, chocolate. Recipe books encouraged people to produce puddings, cakes and tarts sweetened with sugar. Sugar became fashionable and a symbol of wealth – people showed off sugar loaves and their sugar bowls. As a result the trade in enslaved people increased as the demand for sugar increased. The Middle classes became addicted, by 1700 England imported 10,000 tons per year by 1800 they imported 150,000 tons.</p> <p>After 1698 other merchants were allowed to become involved in the transatlantic slave trade. As a result other ports like Liverpool and Bristol became involved and grew from the wealth of the trade. Investment in the trade became widespread. Millions profited from the misery of enslaved Africans.</p>	Middle Passage  	<p>The journey lasted about 12 weeks from the Trading ports in West Africa to the West Indies or America. Conditions were appalling. Slaves were chained together and kept below deck. It was often cramped with very little air. There was only a bucket to collect human waste but this would often contaminate the food and water resulting in slaves catching dysentery. Slaves would have to eat gruel (a form of porridge) but often it would make slaves sick making the situation even worse. It was estimated 2 million slaves died on this journey.</p> <p>Slaves did not go willing. But it was difficult to escape as the slaves had been taken from different parts of Africa so didn't speak the same language. Sometimes slaves fought back like in 1839 on board the slave ship La Amistad but this was rare. As a result the crew carried guns and slaves were separated so that it would be harder to overthrow the crew. Slaves also resisted by refusing to eat to stop themselves getting sick or even taking the drastic measures of throwing themselves overboard to commit suicide. However, the crew would often jump overboard and rescue the slaves as they were considered valuable cargo. Treatment was inhumane and slaves were seen as cargo (objects to be traded) not humans. It was estimated 12 million people from West Africa were enslaved.</p>



Year 8 Term 2: Resistance and Reform



Key Events		Knowledge	
1787	The Society for the Abolition of the Slave Trade was set up with the goal of bringing slavery to an end. They worked closely with the Sons of Africa, a group made up of educated Africans living in London.	The Underground Railway 	The Underground Railway was a secret network of escape routes and safe houses for runaway slaves to use to help them escape to freedom in the Northern states of America or Canada. The Railway found clever ways of helping slaves escape. <i>Secret Codes were used to disguise messages so that people would not know what the slaves were planning.</i> <i>'Conductors' were people who helped the runaway slaves. They gave runaways food, shelter and directions to help them to freedom. The most famous of these was Harriet Tubman, an escaped slave who made 13 missions to rescue over 70 slaves.</i> <i>Runaway slaves would travel in small groups to avoid being caught, they would hide in wagons and carriages, ,mainly travelling at night to avoid detection.</i> It is estimated that nearly 100,000 slaves escaped using the Underground Railway
1790	William Wilberforce's first Abolition Bill is rejected by Parliament.		
1791 to 1804	Haitian Revolution saw enslaved people in Haiti overthrow their masters and take the Island of Haiti. This sent shockwaves across slave trading countries.		
1807	Slave Trade Act made the sale and purchase of slaves illegal in the British Empire.		
1833	Slavery Abolition Act made both the purchase and ownership illegal across the British Empire.		
2015	The British Government finish paying off the loan taken out in 1833 to compensate (give money to) the slave owners who lost money slavery was abolished.	Abolition-Meaning to get rid of something  	The movement to abolish slavery took many years, eventually happening in 1833. The passing of the Slavery Abolition Act was the result of the hard work of many different groups and events that slowly persuaded Britain that slavery should come to an end. Slave Rebellions- Former slave Toussaint Louverture leads a rebellion (fighting back) in a Caribbean Island called St Domingue. They drive all slave owners from the Island and set up the slave-free Republic of Haiti. This scared British plantation owners Black Campaigners such as Olaudah Equiano published his accounts his time as a slave, the horrors he described shocked many and persuaded people slavery was wrong. Sugar Boycott- People in Britain stopped buying sugar that was grown using slave labour. This meant that plantation owners who used slaves lost money and made them more likely to listen to the abolitionists.
Resistance		Key Words Glossary	
<u>Active-</u> Resisting slave owners by non-violent methods. This can often go un-noticed by the masters. For example working slowly, damaging tools and releasing working animals such as horses. <u>Passive-</u> Resisting slavery by visible and sometimes violent methods. It is often meant to be a visible protest. For example poisoning their masters, burning plantation owners crops and homes or running away.		Plantation	A large farm with a plantation house, used to grow cash crops such as sugar and cotton
		Abolish	The society for the Abolition of the Slave Trade organised and mobilised group's. Merchant Thomas Clarkson organised the support. Olaudah Equiano spoke at meetings, taverns (pubs) and coffee houses
		Resistance	Refusing to accept something or do as you have been instructed. Slaves resisted their masters in many ways

Year 8 Term 3: Industrial Revolution



Key Words Glossary		Knowledge
Industrial Revolution	A dramatic change in the way things were made. This was a time when factories replaced farming as the main form of business in Britain. It is sometimes used to describe the changes in population, transport, cities and so on in the period 1750-1900.	Factory conditions 
Invention	Something new which is created, can be an idea or an object.	
Factory System	The system where people worked in factories to produce goods in large numbers. It replaced the Domestic System.	
Domestic System	The system where people worked in their homes or small workshops rather than in factories.	
Cholera	An infectious and often fatal bacterial disease of the small intestine typically contracted from infected water supplies and causing severe vomiting and diarrhoea.	
Spinning Jenny	This was a machine created in 1764 which made the production of thread quicker and therefore cheaper.	
Main Changes		Living Conditions 
<ul style="list-style-type: none"> ❑ There was a move away from water and wind power to steam engines. ❑ There was a revolution in transport and communication, away from canals and pack horses, to railways and the telegraph. ❑ In 1750, only about 15% of the population lived in towns. By 1900 it was 85% This meant that there were far more people around to work in new industries. ❑ By 1900, London had 4.5 million inhabitants. The biggest other towns were Glasgow with 760,000 inhabitants and Liverpool with 685,000. Manchester and Birmingham had more than half a million people. 		<p>Long working hours: normal shifts were usually 12-14 hours a day, with extra time required during busy periods. Workers were often required to clean their machines during their mealtimes.</p> <p>Low wages: a typical wage for male workers was about 15 shillings (75p) a week, but women and children were paid much less, with women earning seven shillings (35p) and children three shillings (15p).</p> <p>Cruel discipline: there was frequent "strapping" (hitting with a leather strap). Other punishments included hanging iron weights around children's necks, hanging them from the roof in baskets, nailing children's ears to the table.</p> <p>Fierce systems of fines: these were imposed for talking or whistling, leaving the room without permission, or having a little dirt on a machine.</p> <p>Accidents: forcing children to crawl into dangerous, unguarded machinery led to many accidents. Up to 40 per cent of accident cases at Manchester Infirmary in 1833 were factory accidents.</p> <p>Health: cotton thread had to be spun in damp, warm conditions. Going straight out into the cold night air led to many cases of pneumonia. The air was full of dust, which led to chest and lung diseases and loud machine noise damaged workers' hearing.</p> <p>Pollution: coal was used to heat houses, cook food and heat water to produce steam to power machines in factories. The burning of coal created smoke, which led to terrible pollution.</p> <p>Overcrowding: due to large numbers of people moving to the cities, there were not enough houses for all these people to live in. Low wages and high rents caused families to live in as small a space as possible. Sometimes whole families lived in one room.</p> <p>Disease: typhus, typhoid, tuberculosis and cholera all existed in the cities of England. Cholera reached England for the first time in 1830, and there were further major epidemics in 1832 and 1848. Overcrowding, housing of a low standard and poor quality water supplies all helped spread disease.</p>

Year 8 Terms 4/5: British Empire



Key Words Glossary	
Colony	A country that is part of an Empire. India was a colony of Britain.
Sikh	One of the religions of India – Sikhism. Sikhs were part of the Sepoy rebellion.
Muslim	One of the religions of India – following Islam. Muslims were part of the Sepoy rebellion. Islam was introduced by the Mughals.
Sepoys	The Indian soldiers who had an uprising against the British army.
Jewel in the Crown	This is how people refer to India as it brought Britain lots of money and power.
Mughal Emperors	Muslims that invaded India in the early 1500s. Akbar united many Indian states and it was a peaceful time until the rule of Aurangzeb.
Robert Clive	At the Battle of Plassey in 1757, Robert Clive led the East India Company to victory over Prince Sirajud-Doaulah and control on Bengal.

Key Events Glossary	
1756-1763	The Seven Years War between Britain and France. Often referred to as the first global war.
1612	The East India Company first starts to trade.
1850	By this date most of India was controlled by the British.
1857	Sepoy Rebellion results in more control from Britain in India.
1858-1947	The British Raj – period of British rule in India



So why did Britain want an empire?

The four main reasons why Britain wanted an empire were:

- 1 to get valuable raw materials and riches (such as diamonds, gold, spices, sugar and tea that were found in other countries)
- 2 so it could sell goods to the people in the colonies and make money
- 3 to become a more powerful country
- 4 because it thought it was the right thing to do.



Stage 1: A group of rich businesspeople got together to buy (or rent) a ship.



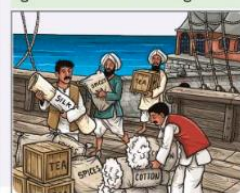
Stage 2: They loaded the ship with goods wanted in India – guns, ammunition, swords, tools, buttons and shoes.



Stage 3: They sailed to India (or perhaps China or Japan).



Stage 4: They unloaded the goods at a trading station – and traded them for things that are cheap and easy to get in India but hard to get in Britain.



Stage 5: They sailed back to Britain with a fully loaded ship.



Stage 6: They sold the foreign goods in Britain – for far more than they paid for the British goods they traded them for.



Sepoy Rebellion and The Raj

On the 10th May 1857, a few of the 200,000 Indian soldiers called Sepoys working for the British shot dead a number of British soldiers. This is known as the Indian Mutiny or the War of Independence. The rebellion eventually ended in July 1858.

After the mutiny, the British government took over full responsibility for running India from the East India Company. A new government department, the India Office, was set up in 1858m and a viceroy put in charge of India.

Year 8 Term 6: Warfare over time



Key Words Glossary		Knowledge	
Testudo	This was a type of shield wall formation commonly used by the Roman legions during battles, particularly sieges.	Romans	All soldiers were volunteers aged 18-25 years old. They stayed in the army for 25 years and they were not allowed to marry. The best soldiers became centurions, in charge of 80 other men.
Phalanx	This was a military formation, usually composed entirely of heavy infantry armed with spears, pikes, sarissas, or similar pole weapons.	Spartans	The Hoplite was a foot soldier, who fought with a long spear and round shield. The formation they used was the Phalanx. Boys left their families at age seven to begin their 23 year long training.
Spartans	Citizens trained in the disciplines and honour of a warrior society. Subjected to military drills since an early age, the Spartans became one of the most formidable military forces in the ancient world.	Vikings	Warriors were called 'berserkers' because they went 'berserk' (out of control) and charged fearlessly into battle. Viking warriors fought using long swords and axes. A good sword was handed down from father to son, but Vikings also buried weapons with their owner when he died.
Viking	The Vikings were famously fierce warriors. They set sail from their homes and raided other societies across Europe.	Knights	Training began at the age of 7 when a boy became a Page – but this taught them to be obedient and serve. Fighting (combat) training began a Squire at the age of 14. They learnt chivalry, how to use weapons and horses in battle. But would not become a Knight until 21 years old. Knights wore plate armour from head to toe to protect from deadly arrows. Their armour reflected their religious beliefs e.g the helmet reminded them of their fear of shame, the sword was to remind them of the sacrifice made by Christ on the cross and the shield reminded them to fight to protect religion.
Knights	Knights were medieval soldiers, usually high-born, raised by a sovereign to privileged military status.	Trenches	Soldiers only really served four days a month in a frontline trench, four days in a support trench and then eight days in the reserve trenches before a break.
Trench	Trenches were long, narrow ditches dug into the ground where soldiers lived during WWI. They were muddy and smelly.	Blitzkrieg	This including using Dive Bombers, Paratroopers, Tanks and Infantry to take over whole countries.
Blitzkrieg	Method of warfare responsible for Nazi Germany's military successes in the early years of the Second World War.		
Key Events Glossary			
480BC	Battle of Thermopylae was fought between an alliance of Greek city-states, led by Sparta, and the Persian Empire of Xerxes I.		
793AD	Vikings led a daring raid on a monastery in the North of England at a place called Lindisfarne. Killed monks and stole Church's treasure.		
892AD	300 Viking ships known as the "Great Heathen Army" invaded Britain to fight King Alfred of Wessex.		
1914-1918	The First World War, fought mainly on the Western Front in France.		
1939-1945	The Second World War, fought by Nazis to take control of Europe.		