



Christ's College History Department

**GCSE History Paper 1, Section A
Opportunity and Inequality in
America, 1920 - 1973**

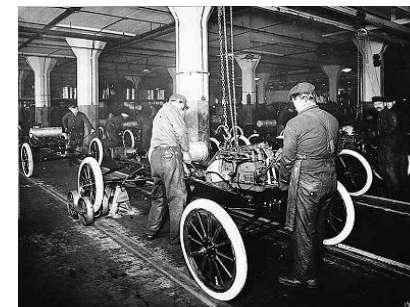
Knowledge Organiser Booklet



GCSE History Paper 1: Opportunity and Inequality in America, 1920-1973

Knowledge Organiser (1 of 9): Did everyone in America benefit from the 'Roaring Twenties' economically?

America emerged from WWI with one of the world's strongest economies. Businesses grew, more and more people got work, wages increased and ordinary workers had more to spend. It was a period in which there were significant cultural, social and economic changes, known as the 'Roaring 20s'.



Why was there an economic boom in the 1920s?

- ⇒ **WWI:** US banks **loaned** money to Britain and France, and it was repaid with interest. America's **chemical and arms industries** flourished, and since America joined the war late, there were **no high debts**.
- ⇒ **Republican Party policies:** Federal Government was led by Republicans, who wanted to **interfere with businesses as little as possible** to help them grow. This is a ***laissez-faire* approach**. Taxes were cut, and the **Fordney McCumber Tariff** placed taxes on foreign goods, making US goods cheaper.
- ⇒ **Consumer and electrical goods:** by 1927, 70% of US homes had electricity. This fuelled demand for **household gadgets** like vacuum cleaners, gramophones, toasters, washing machines, radios and telephones.
- ⇒ **Mass production:** factories used **assembly lines**, where goods would be made by moving along a production line. Workers would stick to just one part of the process, and this produced goods more **quickly** and **cheaply**. This drove down prices, making them easier to afford.

Creating a Consumer Society

- ⇒ **Advertising** helped to fuel demand for the latest goods. As workers had more money to spend, more goods were brought.
- ⇒ Colourful billboards might be used, and companies paid for newspapers, radios and cinemas to advertise for them.
- ⇒ **Credit** was important in the 1920s. Many 'buy now, pay later' schemes were set up so that people could borrow money easily. **Hire-purchase schemes** allowed consumers to pay a deposit and then instalments to own, say, a car.



How did the Stock Market work?

- ⇒ Buying and selling **shares** on the stock market enabled many Americans to get rich.
- ⇒ '**Playing the market**' led to a stock-market boom; millions of ordinary Americans owned shares in companies. They would buy shares, and hope to make money by selling them at a higher price.
- ⇒ Shareholders would also receive **dividends** as companies made profits.
- ⇒ Some **speculated**, borrowing money in the hope prices would rise enough to pay back the debt.

Why was Henry Ford so important?

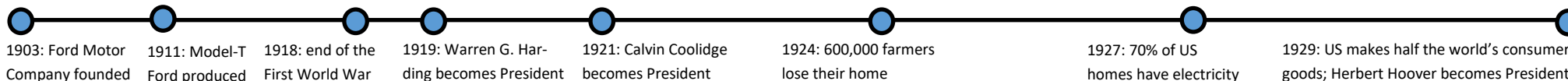
- ⇒ Henry Ford pioneered the assembly-line system to make his cars quickly and cheaply.
- ⇒ The car would move along a conveyor belt past workers who repeatedly did small jobs.
- ⇒ Ford made just one type of car: the **Model-T**. Using the same colour, size and engine kept costs down! They were also called '**Tin Lizzies**'.
- ⇒ Prices fell from \$800 in 1911 to \$295 in 1928. 15 million cars were sold, fuelling huge demand for car ownership across America. At its height, Ford's factory rolled out **six cars every minute!**

Who didn't benefit from the boom?

- ⇒ Lower demand abroad and high-tech machinery led to **farmers overproducing crops**. This led to falling prices. Farmers had to resort to borrowing money; many could not pay back and lost land.
- ⇒ **Traditional industries** like coal mining, cotton and wool declined. Some workers lost their jobs.
- ⇒ Many **African Americans** lived in poverty since most were employed as 'sharecroppers' on farms; most **Native Americans** couldn't earn a living since their reservation lands were of poor quality, so they couldn't grow crops or sell them.

GLOSSARY

- ◆ **Boom:** a period of high economic growth, high sales and low unemployment..
- ◆ **Isolationism:** idea that America should concentrate on its own affairs, not other countries.
- ◆ **Tariff:** a tax on foreign goods imported into a country.
- ◆ **Mass production:** using machinery to produce high quantities of goods.
- ◆ **Shares:** buying parts of a company meant you got a share of the profits.
- ◆ **Stock exchange:** where shares are bought and sold.
- ◆ **Speculation:** gambling on the stock market, often with borrowed money.
- ◆ **Dividends:** a share of a company's profits that is paid out to shareholders.





GCSE History Paper 1: Opportunity and Inequality in America, 1920-1973

Knowledge Organiser (2 of 9): Did everyone in America benefit from the 'Roaring Twenties' culturally?

Culture flourished in 1920s America. Jazz and the cinema became hugely popular, and it led to a new evaluation of the role women played in society, as 'flappers' contrasted heavily with traditional views on women. It was also an era of a great experiment: Prohibition, in which alcohol was banned nationwide, but it proved controversial.



Culture during the Roaring Twenties

- ⇒ **'Wonderful Nonsense'**: it was an era of crazes; Mahjong, crosswords and flagpole-sitting!
- ⇒ **Sport**: baseballer **Babe Ruth** became a superstar; radio, magazines and newspapers brought sporting events to a mass audience.
- ⇒ **Jazz**: became incredibly popular and saw the emergence of stars like Louis Armstrong and Duke Ellington.
- ⇒ **Cinema**: Hollywood flourished in the silent era; millions would flock to see their favourite movie stars; the first **'talkies'** were produced in 1927.

What was Prohibition?

- ⇒ The **temperance movement** gained popularity in the 19th and early 20th century: they argued alcohol destroyed families and led to immorality. They also argued it promoted crime and violence.
- ⇒ Pressure groups like the **Anti-Saloon League** campaigned for a nationwide ban on alcohol; many states already had restrictions.
- ⇒ In 1919, the Constitution was amended to prohibit the sale, manufacture or transport of alcohol.



How did life change for American women during the Roaring Twenties?

- ⇒ Before the First World War, most women led restricted lives. They were expected to **dress modestly**, with long skirts, corsets, gloves and long sleeves. Women usually had to settle for **poorly-paid jobs** like cleaning or secretarial work.
- ⇒ During the war, many American women took over their husband's jobs, and worked in munitions factories. Soon, the **Constitution was amended (the 19th Amendment)** to **give women the vote**.
- ⇒ By 1929, 10.5 million women had jobs, and being paid allowed women to make decisions on their own. Some women started to wear revealing clothing, went on dates without chaperones or smoked.
- ⇒ These independent and fashionable women became known as **flappers** and became a common sight. They went to nightclubs, rode motorcycles and danced new dances like the Charleston. They shocked conservative Americans, who felt that family life, religion and traditional values were under threat. However, most working-class women couldn't afford to go partying; **women were still paid less than men**.

Why did Prohibition fail?

- ⇒ **UNDER-RESOURCED LAW ENFORCEMENT**: by 1930, there were 3,000 Prohibition Agents in America, but they struggled to police 18,600 miles of coast and land borders
- ⇒ **ATTITUDES**: many Americans still wanted to drink and were willing to break a law they never wanted or supported. Some made their own **moonshine** with homemade stills and many attended illegal **speakeasies**: bars often ran by criminal gangs.
- ⇒ **CORRUPTION**: many police officers, judges and officials accepted bribes and did not enforce the law.
- ⇒ **ORGANISED CRIME**: gangs made millions from bootlegging and speakeasies. They increased their money by fixing horse races, running brothels and racketeering. The most notorious gangster was **Al Capone** in Chicago. He made around \$10 million a year. He became a celebrity and often showed off his money. He **used bribes and threats** to mean no one would testify against him. His gang murdered rivals in the 1929 **St. Valentine's Day massacre**. He was eventually arrested for tax evasion in 1930.



GLOSSARY

- ◆ **Jazz**: a popular music style with its origins in African-American culture. Famous in the 1920s.
- ◆ **Star system**: where film companies promoted the celebrity life-styles of their movie stars.
- ◆ **Talkies**: the first films produced to feature recorded sound.
- ◆ **Flapper**: young women who shocked older Americans with their independent behaviour.
- ◆ **Speakeasy**: an illegal bar.
- ◆ **Bootlegging**: illegally bringing alcohol into America from abroad.
- ◆ **Moonshine**: homemade alcohol.
- ◆ **Gangster**: a member of a criminal gang.
- ◆ **Racketeering**: when gangsters demand payment from someone in return for 'protection'.

1919: 18th Amendment and Volstead Act passed

1923: first Louis Armstrong record

1925: Al Capone becomes leader of his Chicago gang

1927: Babe Ruth scores 60 home runs; *The Jazz Singer* 'talkie' aired

1929: St. Valentine's Day Massacre

1933: 21st Amendment passed ending Prohibition



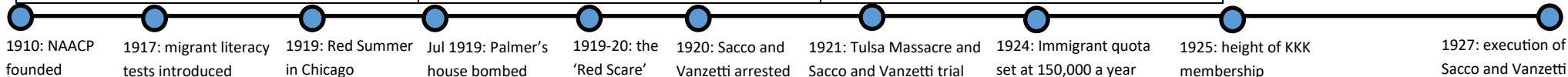
GCSE History Paper 1: Opportunity and Inequality in America, 1920-1973

Knowledge Organiser (3 of 9): *Did everyone in America benefit from the 'Roaring Twenties' socially?*

Certain sections of society prospered in the Roaring Twenties. However, for black Americans, supporters of communism and immigrants, the Roaring Twenties was a time of bitterness, division and hatred. It was a decade which saw the height of the Ku Klux Klan, discrimination, national restrictions on new migrants, and hardship.



Why was America attractive to immigrants? ⇒ America was a land of opportunity: about 40 million people migrated between 1850 and 1914. ⇒ Some immigrants were <u>fleeing poverty, famine or persecution</u>. ⇒ America was a vast country with natural resources like coal and oil; many wanted jobs in the new chemical and electrical industries. ⇒ The idea that anyone has the right to <u>achieve success and prosperity</u> is the 'American Dream' and attracted many migrants.	How were immigrants treated? ⇒ America was a melting pot: there were British, German, Irish, Italian, Hungarian, Greek, Polish and Russian communities. ⇒ However, many Americans were suspicious of 'new' immigrants from Eastern Europe, especially <u>Catholics, Jews and Russians</u>. ⇒ <u>Some</u> earned a good living with <u>well-paid jobs</u>; others were poorly educated with low wages. ⇒ Restrictions were brought in, including <u>literacy tests</u> in 1917, and a quota of 350,000 migrants per year in 1921; reduced to 150,000 in 1924.	How were African-Americans treated? ⇒ Racial tensions were long standing in America, especially in the 'Deep South', where lynching was an entrenched and grisly spectacle. ⇒ Segregation was widespread across America: 'Jim Crow' laws denied fair access to justice or even mixed-race marriages. 2 million African-Americans <u>migrated to Northern states</u>. ⇒ Tension led to violence: the Red Summer in 1919 and 1921 Tulsa Massacre were notorious. ⇒ However, a 'black Renaissance' saw poets, artists, writers and musicians flourish in New York. The NAACP campaigned for change.	GLOSSARY ◆ Quota: the maximum number of immigrants permitted to enter America. ◆ Lynching: when people were rounded up by a mob and killed without a trial. ◆ Segregation: forcing black Americans to use separate services and facilities. ◆ 'Jim Crow' laws: segregation laws passed by many Southern states against African-Americans. ◆ Supremacy: believing that you are better than all others in society. ◆ Anarchism: belief that society should not have laws or governments but people should just co-operate freely. ◆ Trade union: an organisation of workers that fights for better pay and conditions for its members.
Who were the Ku Klux Klan? ⇒ The KKK was a white-supremacy group. It was anti-immigrant and carried out acts of violence against black Americans. They might be <u>raped, assaulted, tarred and feathered</u> or even <u>lynched</u>. ⇒ By 1925, there were five million members. They were led by the <i>Imperial Wizard</i> and local <i>Grand Wizards</i>. ⇒ They wore white cloaks and hoods, burnt crosses and even spoke in secret codes, amongst other rituals. Their main aim was to spread fear and promote hostility.	What was the Red Scare? ⇒ Russia went through a communist revolution in 1917: many Americans grew suspicious of Russian migrants. ⇒ Communism gained <i>some</i> support in the trade union movement. They were committed to improving <u>workers' rights</u> and organised strikes. ⇒ This alarmed many pro-business lawmakers. Attorney-General Mitchell Palmer then survived a bomb attack: <u>communists were blamed</u>. ⇒ Around 6,000 suspected communists were arrested and jailed in subsequent 'Palmer Raids'.	Who were Sacco and Vanzetti? ⇒ This case highlights tensions between Americans and migrants. ⇒ In 1920, robbers stole \$15,000 from a Massachusetts shoe factory and shot two staff dead. ⇒ Two Italian migrants, Nicola Sacco and Bar-tolomeo Vanzetti were arrested and charged. They were anarchist sympathisers. They were <u>convicted and executed by electric chair in 1927</u>, despite 107 witnesses pointing out they were not present and that <u>others came forward to confess</u>.	





GCSE History Paper 1: Opportunity and Inequality in America, 1920-1973

Knowledge Organiser (4 of 9): How were Americans impacted by the Great Depression?

Boom turned to bust. In 1929, the US stock exchange collapsed after the Wall Street Crash, triggering a long period of economic decline: the Great Depression. It was a time of soaring unemployment and hardship across the United States. Banks collapsed, people lost their homes; farmers faced devastating dust storms and many felt that the Republican Government under President Hoover was doing little to help improve people's lives.



Why did Wall Street crash in 1929?

- ⇒ By the end of the 20s, factories were **overproducing goods** and demand was falling. They struggled to sell abroad because of **tariffs**.
- ⇒ Investors saw share prices holding steady; they wondered if they were ever going to make a profit. **Shareholders began selling**.
- ⇒ This led to share prices **falling**. More people rushed to sell. This led to panic selling. On 24th October, **Black Thursday**, 13 million shares were sold. The market began to collapse.
- ⇒ By 29th October, **\$8 billion had been lost**.

The problems of unemployment

- ⇒ Nearly a quarter of the entire USA's work force was **unemployed** by 1932: 13 million. 12,000 people lost their jobs **every day**; 250,000 people stopped paying mortgages and were evicted.
- ⇒ **Hobos** travelled the country by road or by train looking for work; other homeless people moved to waste land in towns and built **shanty towns** from cardboard boxes, scrap metal and wood. They were known as '**Hoovervilles**'.
- ⇒ Many turned to charity **soup kitchens** and formed **breadlines** as they queued for support.

How did the Great Depression affect people's lives?

- ⇒ **BANKING COLLAPSE**: banks used people's savings to lend to investors. When they couldn't pay back loans, banks could not give savings back. This led to a **bank run** when people rushed to withdraw money: 659 banks collapsed in 1929 alone. People could **lose their life savings overnight**. This in turn led to more job losses as bank managers and staff became unemployed.
- ⇒ **SHAREHOLDERS**: many could not afford to pay back loans or rent payments and became homeless.
- ⇒ **WORKERS**: Factories faced reduced demand due to **underconsumption**: people were spending less on goods. Factories then cut working hours, then wages and had to dismiss workers. In turn, **this affected other businesses like restaurants and newsagents**, who might close due to reduced demand.
- ⇒ **FARMERS**: many had struggled during the Roaring 20s due to overproduction and falling prices. They too struggled to pay back loans for farming equipment or make mortgage payments. Farm workers lost jobs and 5% of all farmers were **evicted** by 1932. Problems were made worse by the **Dust Bowl**: drought and over-farming rendered the topsoil useless for farming, so many more had to **move**, often to the **West Coast**.

What was Hoover's response?

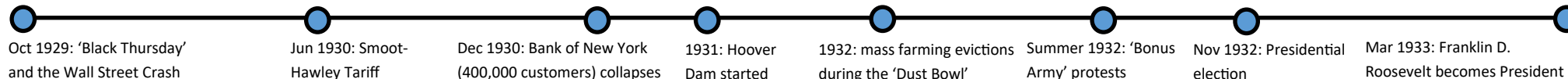
- ⇒ President Hoover believed in '**rugged individualism**' and *laissez-faire*: he was a classic Republican who wanted to interfere as little as possible. As a self-made man, he believed Americans would be able to help themselves.
- ⇒ However, he did begin to offer support: \$130m of **tax cuts** came in 1930 and he opened the **National Credit Corporation** in 1931 to stop banks closing.
- ⇒ The 1930 **Smoot-Hawley Tariff** made foreign imports more expensive to try and boost US firms. Infrastructure projects like the **Hoover Dam** were an attempt to boost **investment & job opportunities**.

What did Franklin Roosevelt propose?

- ⇒ 1932 was election year: the Depression was still hitting millions of Americans hard, and they looked for answers.
- ⇒ The Democratic candidate was **Franklin D. Roosevelt**, the Governor of New York. He spent \$20m of tax money helping the unemployed.
- ⇒ He promised a '**New Deal**' for the American people if elected, focusing on the 3Rs: **RELIEF** to help the old, sick, unemployed and homeless; **RECOVERY** where government schemes would provide jobs and **REFORM** to improve America and ensure another Depression wouldn't happen.

GLOSSARY

- ◆ **Overproduction**: when factories produce goods more quickly than they can be sold.
- ◆ **Bear market**: a prolonged period of share-price falls.
- ◆ **Bank run**: when people rush to banks to withdraw their savings.
- ◆ **Underconsumption**: not buying the amount of food or goods produced by factories.
- ◆ **Hobo**: homeless travelling workers.
- ◆ **Hooverville**: makeshift shanty towns without proper toilet or washing facilities.
- ◆ **Breadlines**: a queue of people lining up for free food from a charity or support organisation.
- ◆ **Dust Bowl**: a huge area of farmland where the soil was too poor to grow crops. Prone to dust storms that led to many moving.

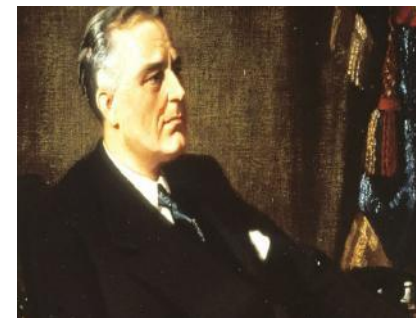




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Knowledge Organiser (5 of 9): How were Americans impacted by the New Deal?

FDR defeated Hoover in a landslide in the 1932 election: it was clear that the American public warmed to his promise of the '3 Rs' to recover the US economy. Roosevelt got to work straight away, using his first 100 days to deal with the banking crisis. He would later set up numerous 'Alphabet Agencies' to help the economy to recover. These agencies created jobs, supported down-trodden farmers and set minimum standards for workers' rights.



What happened during the '100 days'?

- ⇒ Roosevelt got to work straight away from March 1933. He kept the public informed via his radio broadcasts: the '**Fireside Chats**'.
- ⇒ **Emergency Banking Act**: all banks were closed for four days to be inspected. Well-run banks with sufficient funds were allowed to re-open for deposits and business loans.
- ⇒ **Economy Act**: Wages for government workers were slashed by 15%, saving \$1 billion.
- ⇒ **Beer Act**: this law repealed Prohibition: people could drink again! Alcohol taxes were also levied.

Who opposed the New Deal?

- ⇒ **The rich**: hated Roosevelt's **tax rises** and felt some Alphabet Agencies were 'boondoggles'.
- ⇒ **Republicans and Businessmen**: felt uncomfortable at the amount of government spending and felt it was interfering too much in the economy.
- ⇒ **Supreme Court**: declared the AAA **illegal and unconstitutional** in 1935; Roosevelt threatened to 'pack' the Court with Democratic judges, but the Court backed down.
- ⇒ **Radicals**: Senator Huey Long said it didn't go far enough. He wanted excessive wealth confiscated.

What were the 'Alphabet Agencies'?

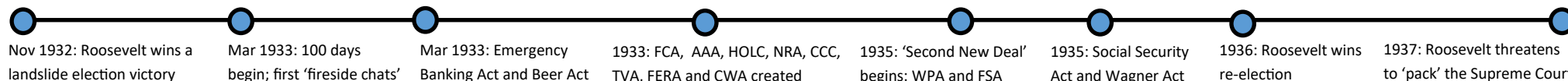
- ⇒ **FCA (Farm Credit Administration)**: lent \$100m to farmers who couldn't meet prior loan payments.
- ⇒ **AAA (Agricultural Adjustment Administration)**: paid farmers to produce less food, which led to price rises. Farmers' incomes doubled by 1939.
- ⇒ **NRA (National Recovery Administration)**: worked with businesses to **reform working practices**, with 'fair competition' codes, minimum wages, maximum working hours. A **voluntary** scheme which signed up 2.5m firms with 22m workers.
- ⇒ **HOLC (Home Owners Loan Corporation)**: gave loans to people struggling with mortgage repayments. Helped 300,000 in its first year.
- ⇒ **TVA (Tennessee Valley Authority)**: provided work building dams and power stations along the impoverished valley of the Tennessee river.
- ⇒ **CCC (Civilian Conservation Corps)**: unemployed 18-25 year olds given jobs to plant trees, dig canals, clear paths and strengthen riverbanks.
- ⇒ **CWA (Civil Works Administration)**: temporary work for 4m men building schools, roads and public toilets; unemployed actors and artists were also given work, allowing them to **spend again**.
- ⇒ **FERA (Federal Emergency Relief Agency)**: \$500m given to help the homeless.

How effective was the New Deal?

- ⇒ The New Deal has always divided opinion. It was meant to solve unemployment, and although it dropped from a high of 25% in 1933, by 1939, it was still **over 15%**.
- ⇒ **Poverty**: the New Deal helped millions, but FDR felt more needed to be done. In 1935, his '**Second New Deal**' included the Social **Security Act (SSA)** which set up national pension and disability payments.
- ⇒ **Women**: no programmes were aimed at women directly, but many found work with the Agencies or helped by the SSA. However, the NRA specified that women's wages were lower than men's.
- ⇒ **Workers**: the Agencies provided work for millions of skilled and unskilled Americans. The **Wagner Act 1935** gave them the right to join a trade union.
- ⇒ **Farmers**: FDR worked hard to support farmers and halt the increase in evictions. But, most small-scale farmers missed out on help, and **rural poverty persisted in the 'Dust Bowl'** areas of the Midwest. Many still had to move elsewhere.
- ⇒ **African-Americans**: the New Deal **did not stop discrimination**: the CCC had **segregated campsites**! Black Americans were not allowed to live in new Tennessee Valley towns, but 200,000 were employed in Agencies like the CCC.
- ⇒ **Native Americans**: received loans to buy land.

GLOSSARY

- ◆ **'Fireside Chats'**: popular radio broadcasts by the President to the public about his policies.
- ◆ **'Pump-priming'**: nickname given to FDR's New Deal since it involved the government investing and spending lots of money.
- ◆ **Alphabet Agencies**: organisations set up by the Government to help the economy recover.
- ◆ **Supreme Court**: America's highest court: its nine judges could declare a law to have gone against the Constitution.
- ◆ **Radical**: extreme ideas that advocate complete political or social change.
- ◆ **'Boondoggling'**: spending time or money on unnecessary or wasteful projects.
- ◆ **Landslide**: when someone wins an election by a very large margin.





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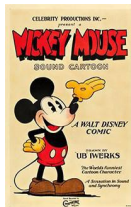
Knowledge Organiser (6 of 9): How were Americans impacted by the Second World War?

Although the New Deal provided considerable amounts of support to Americans during the Great Depression, by 1939, unemployment was still high and the economy still hadn't fully recovered. World War II, however, played a huge role. It sent arms manufacturing skyrocketing and helped to transform American society, as women and African-Americans were essential in filling new job vacancies.



Popular Culture in the 1930s

- ⇒ Culture and entertainment was incredibly important in the 1930s, since it provided an escape from the harsh realities of the Depression.
- ⇒ **Music:** jazz musicians like **Louis Armstrong** and **Billie Holiday** sold huge numbers of records and artists like **Bing Crosby** began to emerge. Some artists sang about the Depression: the song '**Brother can you spare a dime?**' became popular.
- ⇒ **Radios:** broadcasts of music, plays, poetry, news, sports and variety shows were very popular.
- ⇒ **Cinema:** 60 million Americans went to the movies every week. Stars like **Shirley Temple**, **Judy Garland**, **Fred Astaire** and **Ginger Rogers** were especially in demand. Hit films included *Gone with the Wind*, *The Wizard of Oz* and *Frankenstein*.
- ⇒ **Cartoons:** it was also a Golden Age for cartoons and comic books. **Superman** first appeared in 1938.
- ⇒ **Writers:** the Depression inspired authors like **John Steinbeck** to write about the poverty they witnessed in works like *Of Mice and Men*.



How did America react to WWII?

- ⇒ Isolationism was still popular, reinforced with the **Neutrality Act** in 1935. However, in 1937, FDR gave the '**Quarantine**' Speech.
- ⇒ In it, he argued that peace-loving nations should stand up to aggression.
- ⇒ He was worried that if Britain and France were defeated by Germany, then **America would be next in line**.
- ⇒ He persuaded Congress to alter the laws to allow the USA to sell high-quality weapons to the Allies: this was the **Cash and Carry plan**.

How did America become involved?

- ⇒ The **Lend-Lease deal** was signed in 1941, where America lent \$7bn of weapons to Britain.
- ⇒ The USA was dragged into WWII when **Japan attacked the US Navy base at Pearl Harbour** in Hawai'i. There had been tension for some years: FDR had **refused to sell oil or steel to Japan** after it invaded neighbouring Asian countries.
- ⇒ The **War Production Board (WPB)** helped convert industries to war work. Car factories could turn out tanks and fighter planes in weeks! By 1944, **unemployment had dropped** to just 670,000; it was 9.5m in 1939.

What role did women play?

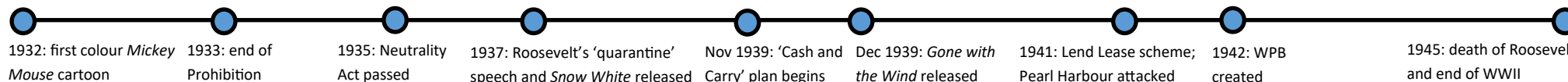
- ⇒ Before the war, women worked in **traditional 'female' jobs** like nursing or teaching.
- ⇒ '**Rosie the Riveter**' posters encouraged women into the factories.
- ⇒ As millions of men joined the Armed Forces, women joined the **factories** and worked in **railways** and **shipyards**.
- ⇒ The number of women in work increased from 12m in 1940 to 19m in 1945: **women occupied of third of all American jobs**. Around 350,000 joined women's sections of the Armed Forces.

What role did African-Americans play?

- ⇒ Prominent Civil Rights campaigner **Asa Philip Randolph** told FDR he would lead a huge demonstration to Washington to protest against the treatment of black workers.
- ⇒ FDR set up the **Fair Employment Practice Committee (FEPC)** and it discovered widespread discrimination: it recommended that the **worst companies would not receive government contracts**.
- ⇒ **One million African-Americans served**, some in the famous Tuskegee Airmen group; nurses and sailors faced segregation and discrimination.

GLOSSARY

- ♦ **Popular Culture:** the common ideas, customs and behaviour of a group or country.
- ♦ **Neutrality:** not supporting or helping either side in a conflict or dispute.
- ♦ **Cash and Carry:** when Britain and France began buying US weapons, warships and planes.
- ♦ **Lend-Lease:** a policy which saw the USA 'lend', rather than sell, weapons to the UK and USSR.
- ♦ **Executive Order:** decrees which allow the President to carry out some government decisions without Congressional approval.
- ♦ **Tuskegee Airmen:** a group of African-American pilots and airmen that flew on missions during WWII.
- ♦ **Pearl Harbour:** a US Navy base in Hawai'i which was attacked by Japan in 1941.





GCSE History Paper 1: Opportunity and Inequality in America, 1920-1973

Knowledge Organiser (7 of 9): How did post-war America change economically, politically and culturally?

The 1950s saw a post-WWII consumer boom, and Americans returned from WWII with a recovered economy and many more opportunities. emergence of the teenager and rock-and-roll culture. However, it was also an era in which fear of communism sparked a new wave of Red Scares and McCarthyism.



Consumerism in the 1940s and 1950s

- ⇒ After WWII, **consumer goods** began to be made in large quantities. Hire-purchase schemes returned and millions of Americans bought ovens, vacuum cleaners, cars and televisions.
- ⇒ Huge **shopping malls** opened on the outskirts of towns; there were 75 million **cars** in 1956.
- ⇒ In 1952, America produced 65% of the world's **manufactured goods.**
- ⇒ Veterans benefited from **generous loans** from the Government to enable them to buy homes and attend college or trade schools.

Truman and Eisenhower

- ⇒ Truman launched the '**Fair Deal**' in 1949, which included slum clearances and a minimum-wage increase.
- ⇒ **Dwight 'Ike' Eisenhower** took over in 1953. He was a war hero and Republican who brought many businessmen into Government; the economy continued to grow along with living standards.
- ⇒ However, 56% of all **African-Americans** still lived in poverty. **Women** were also expected to return back to 'traditional' roles or become housewives. Working women faced discrimination and pay at only 53% what men could earn.

The Rock and Roll generation!

- ⇒ The word 'teenager' only became common in the 1950s! Before this, many young people were expected to join the workforce and start families: **fewer than two-thirds completed school.**
- ⇒ This changed. The **growing economy** meant that older children no longer had to find work and many parents insisted that their children to **finish High School** and then attend **College.**
- ⇒ Teenagers grew **wealthier** and had **more free time.** Teenagers' spending power grew from \$10bn in 1950 to \$25bn in 1959!
- ⇒ They spent money on music, cars, fashion and alcohol. Some teenage boys became 'thrill-seekers' who raced cars, drank and formed gangs.
- ⇒ Teenagers got a **reputation** for being independent, rebellious, secretive and aggressive. They were inspired by **film characters** played by actors like Marlon Brando and James Dean.
- ⇒ **Rock and Roll music** flourished. It was a mix of Country Western and Rhythm and Blues. Lyrics contained sexual references and promoted gangs and drinking. **Parents were not pleased!**
- ⇒ **Elvis Presley, Buddy Holly and Richie Valens** were early Rock and Roll stars.

Why was there another Red Scare?

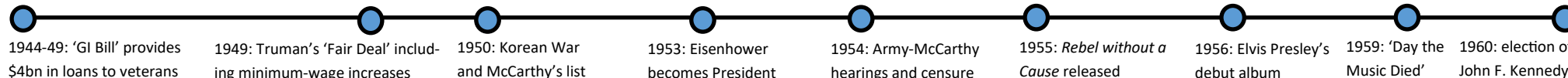
- ⇒ Immediately after WWII, a second Red Scare emerged. The communist USSR emerged as a rival superpower, and the USA and USSR supported opposite sides in the Korean War.
- ⇒ There were many **spy scandals:** government official **Alger Hiss** was accused of spying for Moscow; **Ethel and Julius Rosenberg** were convicted and executed for leaking state secrets.
- ⇒ The **House Un-American Activities Committee** (HUAC) and **Loyalty programme** began investigating government employees suspected of having communist sympathies.

What was the impact of McCarthyism?

- ⇒ Senator **Joseph McCarthy** claimed he had a list of over 200 communists working for the government. This created a national media storm.
- ⇒ McCarthy and HUAC led investigations into suspected communists. People who refused to give evidence could lead to prison for 'contempt of court'. Actors and directors from Hollywood could never find work again if '**blacklisted**' by McCarthy. **Some considered his work a witch-hunt.**
- ⇒ Many Americans saw him as a **hero;** his critics were themselves labelled communists! He soon lost popularity by trying to investigate the Army.

GLOSSARY

- ◆ **Consumerism:** the idea that the ever-expanding consumption of goods was good for growth.
- ◆ **Malls:** large, out-of-town shopping centres.
- ◆ **GI:** nickname for a US soldier.
- ◆ **Superpower:** a country with extensive economic and military power and influence.
- ◆ **HUAC:** a body set up by Congress to find communists working in media, Hollywood, the Government and workplaces.
- ◆ **Loyalty programme:** a group set up by President Truman to look for current or former Communist Party members.
- ◆ **McCarthyism:** the campaign against alleged communists.
- ◆ **Blacklist:** a list of people deemed 'unacceptable' and often badly treated or punished.





GCSE History Paper 1: Opportunity and Inequality in America, 1920-1973

Knowledge Organiser (8 of 9): To what extent was equality in America achieved by 1973?

In this part of the course, you will be assessing the significance of the campaign for African-American Civil Rights. It begins in the 1950s, when there were major steps forward in terms of desegregating schools and colleges in the Deep South. Rosa Parks' famous refusal to give up her seat helped Martin Luther King rise to prominence with his March on Washington. It was also an era of the more radical Black Power movement.



Brown vs. Board of Education, 1954

- ⇒ Many schools and colleges in the Deep South remained **segregated** into the 1950s.
- ⇒ In 1951 Linda Brown walked two miles to go to an all-black school when there was an all-white school less than half a mile away in Topeka, Kansas. **Her father challenged this.**
- ⇒ His case made it all the way to the Supreme Court, where, in 1954, Chief Justice Earl Warren ruled that **all schools in America had to desegregate**. Within weeks, schools began to allow black students to attend, although some states, like Mississippi, resisted this ruling.

Who were the Little Rock Nine?

- ⇒ In September 1957, nine black students tried to enrol at a High School in Little Rock, Arkansas.
- ⇒ The Governor, **Orval Faubus**, refused to allow the nine students (who were all chosen by the NAACP with top grades) to attend and **sent in the Arkansas National Guard to stop them**.
- ⇒ Eisenhower sent in the **Federal** National Guard to personally escort the students to school. A court ruling found in favour of the students and Arkansas schools were ordered to desegregate, **but just 2,500 black students** went to schools with white children by 1960.

Martin Luther King and Non-Violence

- ⇒ In 1955, **Rosa Parks** was famously arrested for refusing to give up her seat to a white passenger on a bus in Montgomery, Alabama.
- ⇒ This led to the **Montgomery Bus Boycott**, led by young Christian minister Martin Luther King Jr.
- ⇒ King was committed to the principle of **non-violent direct action**, and the boycott was incredibly successful: bus-company profits plummeted. Campaigners persisted, even though they were threatened; King's home was bombed.
- ⇒ Eventually, the company was forced to desegregate its buses. It inspired other campaigns:

- ⇒ **SIT-INS**: protesters would sit in and refuse to move until they were served in segregated restaurants. Led by student **Diane Nash** and the **Greensboro 4**.
- ⇒ **FREEDOM RIDES**: people would ride buses into the South to test if desegregation had taken place; many buses were fire-bombed and attacked.
- ⇒ **BIRMINGHAM**: King organised a protest in Birmingham Alabama. 30,000 demonstrators were targeted with **water cannon and police dogs** under the supervision of police chief Eugene 'Bull' Connor.
- ⇒ **MARCH ON WASHINGTON**: King led a mass demonstration and gave his '**I have a dream**' speech. Over 250,000 marched and it inspired a nation.

What happened after the March on Washington?

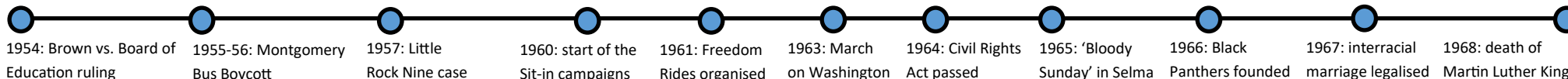
- ⇒ President Lyndon B. Johnson passed the Civil **Rights Act** in 1964. The law outlawed racial discrimination in employment and ended segregation in public places.
- ⇒ **Selma**: King led a peaceful march in Alabama in 1965 to campaign for **equal voting rights** but demonstrators were violently attacked by police on '**Bloody Sunday**'. Soon after the KKK murdered a civil rights campaigner.
- ⇒ A furious Johnson introduced the Voting Rights Bill later that year.

What was the Black Power movement?

- ⇒ Blacks still faced poor housing, low pay and inadequate education. **Patience wore thin** and riots and looting occurred across America.
- ⇒ The **Black Power movement** felt that much more needed doing and criticised King's tactics.
- ⇒ Malcolm X and the **Nation of Islam** called for blacks to rise up, calling white Americans corrupt and unjust. He was against the idea of peaceful protests.
- ⇒ The **Black Panthers** were an extreme militant group who argued that African-Americans needed to arm themselves and use violence if necessary.

GLOSSARY

- ◆ **Civil Rights movement**: the campaign for equal opportunity and access to education, jobs, housing, voting rights and an end to racial discrimination.
- ◆ **Chief Justice**: the most senior judge on the Supreme Court.
- ◆ **Boycott**: avoiding or refusing to use a particular good or service.
- ◆ **Direct action**: using strikes, demonstrations or other forms of protest instead of violence.
- ◆ **Freedom Rides**: campaigners travelled to the South sitting in 'whites-only' areas of buses.
- ◆ **Sit-ins**: when campaigners sat in 'whites-only' parts of restaurants and refuse to leave.
- ◆ **Separatism**: the idea of keeping races apart.
- ◆ **Militant**: extreme, radical and prepared to use force.





GCSE History Paper 1: Opportunity and Inequality in America, 1920-1973

Knowledge Organiser (9 of 9): To what extent was equality in America achieved by 1973?

The 1960s and 1970s saw great cultural and political change in America. Both Presidents Kennedy and Johnson were ambitious in trying to improve the quality of life for ordinary American citizens; meanwhile, thousands of GIs were losing their lives in the Vietnam War, which imperilled Johnson's Presidency. American women, spurred on by the success of the Civil Rights campaign, fought for change for themselves in the Feminist campaign.



What was Kennedy's 'New Frontier'?

- ⇒ When elected, Kennedy promised a '**New Frontier**' to improve living standards, reduce poverty and make America a fairer and more equal society.
- ⇒ **Civil Rights**: JFK gave jobs to many prominent African-Americans and set up the **Commission on Equal Employment Opportunity** (CEEO) to monitor opportunities for Federal employees. He stood up for campaigners like **James Meredith**, a black student who was persecuted by racists.
- ⇒ **Economy**: JFK cut taxes and gave out \$900m to businesses to **create jobs**. He increased defence spending to create more armed-forces jobs... BUT... investment in new equipment in factories led to job losses, and unemployment reached 4.5 million in 1963.
- ⇒ **Healthcare and Poverty**: the minimum wage was increased to \$1.25 an hour. \$4.9bn in loans were issued to improve housing, clear slums and build more roads. The **Social Security Act** provided benefits to the elderly and jobless.
- ⇒ **Education**: Congress **defeated** JFK's plans to increase school funding, but the **Peace Corps** were founded to send volunteer teachers, nurses, doctors and technical advisers to work in poorer countries.



What was Johnson's 'Great Society'?

- ⇒ Lyndon B. Johnson took over as President after JFK was assassinated.
- ⇒ Johnson called for a 'Great Society' to eradicate poverty and racial injustice.
- ⇒ Johnson was a **skilled politician**: he was able to pass Civil Rights laws despite his position as a **Southern Democrat**, most of whom were in favour of continuing segregation.
- ⇒ The **Voting Rights Act 1965** ended the final 'Jim Crow' restrictions on African-Americans' ability to vote and the **Fair Housing Act 1968** made it illegal to refuse to sell or rent housing to someone based on their skin colour.
- ⇒ '**Operation Headstart**' increased funding to inner-city schools to provide better education; the **Elementary and Secondary Education Act 1965** gave over \$1bn of schools funding.
- ⇒ The **Social Security Act 1965** introduced **Medicare** health insurance for the elderly.
- ⇒ The **Immigration Act 1965** eliminated racial quotas for people entering the USA.



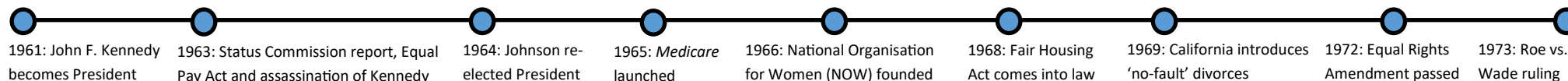
What was the Feminist movement?

- ⇒ 6 million women worked in factories during WWII and many did not want to give this up. **By 1960, women made up half of America's workforce**.
- ⇒ **Eleanor Roosevelt** asked JFK to launch the **Status Commission** to investigate women's rights. In 1963 it found women earned 60% less than men; over 95% of managers were men and some jobs could legally dismiss women if they got married (like cabin crew).
- ⇒ **Betty Friedan's Feminine Mystique** (1963) said women should have **equal rights with men and the rights to a fulfilling career**.
- ⇒ The feminist movement grew more influential with the founding of the **National Organisation for Women (NOW)** in 1966. They organised large demonstrations and took companies to court that violated the Equal Pay Act.
- ⇒ **Women's Liberation** campaigners resorted to bra-burning and disrupting beauty pageants.
- ⇒ Congress passed an **Equal Rights Amendment** in 1972, but it failed to become law. The **landmark Roe vs. Wade** ruling in 1973 provided a national right for women to access abortions.



GLOSSARY

- ♦ **New Frontier**: Kennedy's plans to introduce economic and social reforms to improve the quality of American lives.
- ♦ **Great Society**: Johnson's programme of reforms that aimed to make America a fairer, more equal society.
- ♦ **Peace Corps**: a volunteer organisation founded by Kennedy.
- ♦ **Medicare**: government-funded health insurance for the elderly and disabled.
- ♦ **Feminist movement**: organisations that campaign for improvements to women's rights.
- ♦ **Amendment**: an attempt to change the US constitution.
- ♦ **'Women's Liberation'**: a more radical and extreme feminist campaign which used tactics like bra-burning and disrupting beauty pageants.





Christ's College History Department

**GCSE History Paper 1, Section B
Conflict and Tension between East
and West, 1945 - 1972**

Knowledge Organiser Booklet



GCSE History Paper 1: Conflict and Tension between East and West, 1945-1972

Knowledge Organiser (1 of 7): What were the origins of the Cold War?

The United States and the Soviet Union were close allies during the Second World War, but in the months and years following the conflict, relationships between the two broke down rapidly. Bitter rivalries and tensions between the two superpowers developed into a 'Cold War' that would bring decades of mistrust, competition and arms stock-piling that brought the world perilously close to a full-scale nuclear war.



Long-term tensions and mistrust ⇒ Russia withdrew from the First World War in 1917, leaving the Allies to fight on their own. ⇒ The Russian Revolution led to a bitter Civil War between communists and monarchists. Britain and the USA sent aid to oppose the communist forces, who eventually won. ⇒ The Soviet Union (USSR) was founded in 1922 and was ruled by communist dictators. Stalin ruled harshly, arresting and executing opponents, and many in the west distrusted him. ⇒ Both sides produced propaganda to disparage the other, leading to further mistrust and suspicion.	Ideological differences ⇒ The USA and its western allies were capitalist. This was a system of free markets, where people had the right to own and set up businesses; competition and democratic elections. ⇒ The USSR had a communist system where there is no private property or businesses; there is a strong government to ensure absolute equality between all citizens. ⇒ The USA was suspicious of the USSR; they had many 'Red Scares' where people with left-wing political opinions were discriminated against; they believed the USSR wanted a global communist revolution.	What happened during WWII? ⇒ The west was shocked when the Nazi-Soviet Pact was announced in 1939. Hitler and Stalin agreed not to attack the other, and divided Poland between themselves. ⇒ However, the 'Grand Alliance' between Britain, the USA and USSR was created when Hitler invaded the USSR, and when Japan bombed the US naval base at Pearl Harbour. ⇒ In December 1943, Churchill, Roosevelt and Stalin met at Tehran to begin discussing the post-war future of Europe; Churchill met Stalin again in Moscow in May 1944.
The Yalta Conference, February 1945 ⇒ The 'big three', Churchill, Stalin and Roosevelt, met at Yalta to discuss the end of the war. They agreed on many aims, including European peace and eliminating the threat of Germany. ⇒ Stalin, however, was keen on expanding the Soviet Union's influence in Eastern Europe. ⇒ At Yalta, it was agreed that Germany would be divided into four occupation zones and that the USSR would join the war against Japan. ⇒ They agreed on the creation of the United Nations and free elections in Eastern Europe.	The Potsdam Conference, July 1945 ⇒ Britain's Clement Attlee and US President Harry Truman joined Stalin at Potsdam. ⇒ They agreed to divide Germany into four and the USSR took huge reparations from its zone. ⇒ They also agreed to Nazi war-crime trials but tensions increased during the conference. ⇒ Stalin's spies were aware of the USA's Manhattan Project to develop nuclear weapons; Britain and the US were also concerned about Soviet expansion: Stalin had started to install communist governments in Eastern Europe.	The importance of the atomic bomb ⇒ Although Truman declined to inform Stalin of the Manhattan Project, Soviet spies were aware of this powerful new weapon. ⇒ The first two atomic bombs were dropped on Hiroshima and Nagasaki in August 1945, leading to the deaths of 120,000 Japanese. The devastation led to Japan's surrender. ⇒ The USSR was determined to develop their own atomic bombs and Stalin was keen to hold on to territory in Eastern Europe to create a buffer zone against the west. The first Soviet atomic bomb was successfully tested in 1949.

GLOSSARY

- ◆ **Superpower**: a country with considerable power and influence over other countries.
- ◆ **Sphere of influence**: the idea that superpowers would have control over a particular region.
- ◆ **Ideology**: a set of ideas and beliefs about how a country should be governed.
- ◆ **Cold War**: the term used to describe tensions between the USA and USSR, 1945-1991.
- ◆ **Propaganda**: information or media to promote a particular point of view.
- ◆ **Self-determination**: the right for people to choose how their country should be governed.
- ◆ **United Nations**: an organisation created to promote peace and co-operation between countries.
- ◆ **Manhattan Project**: the USA's nuclear weapons programme.





GCSE History Paper 1: Conflict and Tension between East and West, 1945-1972

Knowledge Organiser (2 of 7): What were the origins of the Cold War?

Stalin's desire to expand the communist sphere of influence into Eastern Europe led to significant tensions between the West and the Soviet Union. President Truman was keen to contain the spread of communism in Europe, and inspired the creation of the Marshall Plan to help Western Europe recover from the Second World War. Relations were at their worst over Berlin, which Stalin decided to blockade, and the West rescued with the famous Airlift.



What was the Iron Curtain?

- ⇒ US diplomat George Kennan warned in his '**Long Telegram**' that the USSR wanted to **spread its influence abroad** to counteract US power.
- ⇒ Both superpowers increasingly saw **each other as an enemy** and a threat to peaceful co-operation.
- ⇒ In a famous speech, Churchill **warned of an 'Iron Curtain' emerging** in Europe: an invisible dividing line between western democracies and communist states. He accused Moscow of wanting to spread communism further into Eastern Europe.
- ⇒ Stalin was **outraged**: he **strengthened the Armed Forces** and increased anti-western **propaganda**.

How did Stalin respond?

- ⇒ Truman **offered Marshall Aid to countries behind the Iron Curtain**, like Czechoslovakia and Hungary, but Stalin criticised the Plan as '**dollar imperialism**': an attempt to **increase the USA's influence**.
- ⇒ Stalin set up **Cominform** in 1947, where Iron Curtain countries could co-operate on policy, but it really allowed Stalin power to control and influence the governments of his allies.
- ⇒ He persuaded communist countries to **reject the aid**, and set up **Comecon** in 1949 to increase trade and stability in Eastern Europe. **Yugoslavia was expelled** in 1951 for accepting Marshall Aid.

What was the Truman Doctrine?

- ⇒ By 1949, the USSR had **helped install communist governments in Eastern Europe**, such as in Poland, Hungary, Czechoslovakia and Bulgaria.
- ⇒ These were mostly countries that had been liberated from Nazi rule and **occupied** by the Red Army.
- ⇒ Stalin was **reluctant to give up control** of these countries as he saw Eastern Europe as a '**buffer zone**' against the West.
- ⇒ Truman responded with a crucial speech. He saw **communism as a threat** and promised America would **contain its spread** by **supporting countries** threatened by a communist takeover.

What was the Berlin Blockade?

- ⇒ Berlin was **divided between the Allies** after WWII. As Stalin increased his grip on East Germany, **West Berlin became an island of Western influence** within the Soviet zone.
- ⇒ In 1948, the Western allies decided to unite **their zones** and create a new currency. Stalin was unhappy: he **wanted Germany to remain weak**.
- ⇒ In April, Stalin began the '**mini blockade**', blocking military supplies, searching vehicles and closing bridges to those travelling West. By June, **a full blockade began**: West Berlin was **completely cut off**, and no food, coal or medicines could be sent. Power was also cut off in offices and factories.

What was the Marshall Plan?

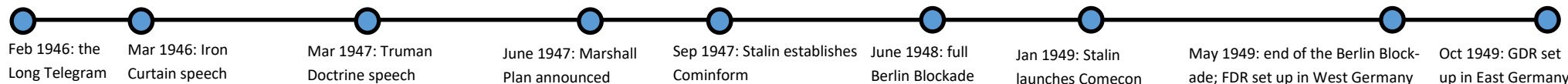
- ⇒ A key part of the Truman Doctrine was **helping Europe recover after WWII**. By providing **financial support**, he hoped to persuade countries against falling under communist influence.
- ⇒ The **Marshall Plan** provided **\$17bn in financial aid** to Western Europe by 1953. It created a **market in Europe** for American goods, **made communism less attractive** and promoted unity in Europe.
- ⇒ This aid was crucial in **keeping Greece and Turkey allied to the West**: communists in Greece had nearly won a Civil War, and Stalin had been trying to increase relations with Turkey.

What was the Berlin Airlift?

- ⇒ Without supplies, the **2.5 million** inhabitants of West Berlin were at risk of disease and starvation.
- ⇒ The Allies stood by West Berlin, and arranged **Operation Vittles**, where food, coal and medicines were flown in to West Berlin to avoid the blockade.
- ⇒ At the height of the Airlift, 4,000 tonnes of supplies were delivered a day, with an aircraft landing every three minutes. **Stalin was made to look unnecessarily aggressive**.
- ⇒ The **blockade was lifted** on 12th May 1949. Stalin created a new state in East Germany (the **GDR**) with a communist government and secret police.

GLOSSARY

- ◆ **Doctrine**: a rigid set of beliefs and principles.
- ◆ **Containment**: the US policy of acting to prevent the spread of communism further into Europe.
- ◆ **Dollar imperialism**: the idea that the USA spreads its influence around the world using money.
- ◆ **Eastern Bloc**: the informal name for the alliance of communist states in Eastern Europe.
- ◆ **Blockade**: when a country or area is closed off, preventing trade and deliveries of supplies.
- ◆ **Airlift**: flying in supplies and other essentials to avoid road and rail.
- ◆ **FDR**: the Federal Republic of Germany: the country created in West Germany after Britain, France and the USA united their three zones.
- ◆ **GDR**: the communist German Democratic Republic set up in East Germany by Stalin in 1949.





GCSE History Paper 1: Conflict and Tension between East and West, 1945-1972

Knowledge Organiser (3 of 7): How did the Cold War develop in the 1950s?

It is important to remember that the Cold War had consequences beyond Europe. By 1949, China too was a communist state under Mao Tse-tung, and together with Stalin, they wanted to expand the communist sphere of influence into East Asia. This led to two large-scale proxy wars between West and East, as communist forces battled non-communist forces in Korea and in Vietnam.



Communism in China



- ⇒ During WWII, **communists and nationalists** in China **worked together** to defeat their Japanese opponents.
- ⇒ This alliance soon ended, and a bitter **Civil War** broke out between Nationalist **Chiang Kai-shek** and Communist **Mao Tse-tung** for overall control.
- ⇒ Mao had the upper hand: on 1st October 1949, he declared the creation of the **People's Republic of China**; Chiang Kai-shek had to retreat to the island of **Taiwan**, where he ran the **Republic of China**.
- ⇒ The USA was very alarmed: they saw the creation of the PRC as a **win for Stalin** and Truman believed it was a **failure** of his policy of **containment**.
- ⇒ The USA was determined to ensure that the **communist sphere of influence was not spread further**. Truman believed in **DOMINO THEORY**: if one country fell to communism, its neighbours would also be vulnerable.
- ⇒ The west **refused to recognise** Mao's government and **millions of dollars of aid** were sent to **Japan** and **Taiwan** to support their economies.
- ⇒ Stalin and Mao signed the **Treaty of Friendship** in 1950. China received \$300m in aid and 20,000 Soviet experts; 8,000 Chinese students were allowed to study in the USSR. Stalin gained control of two Chinese ports and mining rights in Xinjiang.

The Korean War



- ⇒ After WWII, Korea was divided in two at the **38th Parallel**. **North Korea** was a **communist** dictatorship under Kim Il-sung; **South Korea** was run by **nationalist** Syngman Rhee.
- ⇒ There were bitter tensions: both Kim and Rhee **wanted a united Korea** under their preferred type of government.
- ⇒ Kim asked Stalin for **permission to invade South Korea** in 1949. He hesitated at first, because the USA backed South Korea and had troops there.
- ⇒ By 1950, however, Stalin had nuclear weapons. He didn't commit troops but **gave weapons and military support** to North Korea.
- ⇒ Kim Il-sung **invaded South Korea** in June 1950. The UN was able to organise a military response to assist South Korea because the USSR was **boycotting** the Security Council.
- ⇒ The USA led the UN forces, and forced **the North Koreans into retreat**. US General MacArthur **pushed towards the Chinese border**.
- ⇒ **Chinese forces invaded** to defend their borders and support North Korea. They pushed the UN forces back to the 38th Parallel. **MacArthur was dismissed** for threatening to use nuclear weapons and fighting continued as a **stalemate** until 1953.

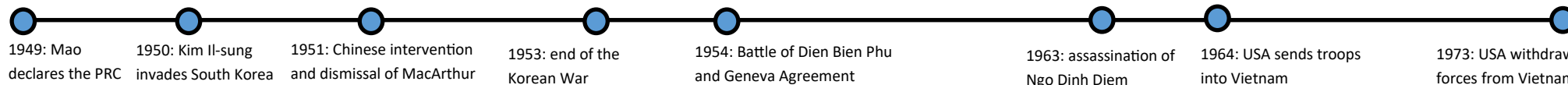
The Vietnam War



- ⇒ Vietnam was a **French colony** until 1954.
- ⇒ Communist **Ho Chi Minh** led a resistance movement called the **Vietminh** that fought the French in an eight-year conflict.
- ⇒ France surrendered after the Battle of **Dien Bien Phu** and the subsequent **Geneva Agreement** divided Vietnam in two at the **17th Parallel**.
- ⇒ Ho Chi Minh ruled North Vietnam; South Vietnam was led by US ally and anti-communist **Ngo Dinh Diem**.
- ⇒ America's New Look Policy was **designed to support and prop up** Diem's government. However, Diem was corrupt and hugely unpopular, and a **communist force called the Vietcong** used **guerilla tactics** to fight Diem in a bloody civil war.
- ⇒ The USA sent 16,000 military advisers to support South Vietnam, but Diem was assassinated in 1963.
- ⇒ The next year, President Johnson authorised a **full military intervention** against the Vietcong after North Vietnamese torpedo boats fired at US ships.
- ⇒ The USA would remain stuck in Vietnam for **nine** more years, fighting the Vietcong guerrillas. 58,000 lives were lost by the end of the 1960s and the war

GLOSSARY

- ◆ **Nationalism**: a belief that your country is always right and that it should look after its own interests.
- ◆ **Maoism**: Mao Tse-tung's interpretation of communism, different to Stalin, emphasising small-scale industry and peasant farming.
- ◆ **Boycott**: when the USSR refused to attend Security Council meetings, meaning it couldn't block (**veto**) the UN action in Korea.
- ◆ **Proxy War**: a war in which a major power is only indirectly involved, by supporting a side by supplying money, troops or weapons.
- ◆ **New Look**: American policy to support the anti-communist regime in South Vietnam with money and military advisers.
- ◆ **Vietcong**: communist resistance fighters in Vietnam against Diem.
- ◆ **Guerrilla tactics**: the Vietcong would attack in small groups and





GCSE History Paper 1: Conflict and Tension between East and West, 1945-1972

Knowledge Organiser (4 of 7): How did the Cold War develop in the 1950s?

The establishment of the NATO alliance caused great alarm in the USSR, as it became worried about its own security. In turn, the Warsaw Pact was announced six years later to provide for military security in communist Eastern Europe. One major consequence of the military rivalry was the Arms and Space Races: both superpowers competed with each other to develop more powerful weapons and to be the first nation to conquer outer space.



Why was NATO created?



- ⇒ During the Berlin Blockade, the USA was keen to continue **working with Western European allies to contain communism**.
- ⇒ The **North Atlantic Treaty Organisation** was created in 1949. It was a **defensive military alliance**.
- ⇒ NATO members **guaranteed the security** of each other: an attack on one member was viewed as an **attack on all**. It began with 12 members.
- ⇒ By 1955, **West Germany** had joined and NATO had **50 military divisions stationed across Europe**, in bases with many American soldiers.

Why was the Warsaw Pact created?

- ⇒ The creation of NATO **threatened the security of the USSR** and the Eastern bloc. After Stalin died in 1953, new Soviet leader **Nikita Khrushchev** could not afford to look weak.
- ⇒ NATO expansion into West Germany was the **final straw** for Khrushchev.
- ⇒ The Warsaw Pact was created in 1955 as a **military alliance** to rival NATO. It had 8 members, all **communist countries behind the Iron Curtain**.
- ⇒ The Warsaw Pact had 175 divisions (5.5m soldiers) and was a way for the USSR to **make its control over Eastern Europe** official.

What was the Arms Race?



- ⇒ After the first atomic bomb tests in the USA in 1945, an **arms race** developed between East and West, as they **competed to create better and more deadly weapons**.
- ⇒ In **1949**, the USSR tested its first atomic bomb. The USA responded with its first **hydrogen bomb** test in **1952**; the USSR followed in **1953**.
- ⇒ In **1954**, the US announced its '**massive retaliation**' policy: it would attack with greater force if it were attacked. This helped to **deter the USSR**.
- ⇒ The USSR tested the first **ICBM** in **1957**; the USA tested its in **1958** and launched **Polaris** in **1959**.

What was the Space Race?

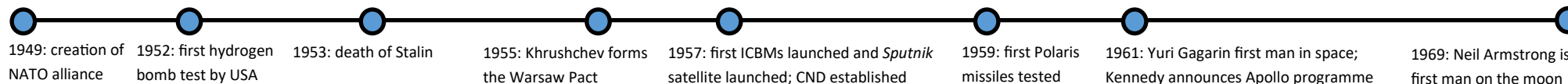
- ⇒ The superpowers also competed to **dominate space** and the creation of ICBMs was **closely linked to new space technology**.
- ⇒ The USSR launched the **first manmade satellite** to orbit earth, **Sputnik**, in **1957**. The USA's first satellite came in **1958**.
- ⇒ The USSR's **Yuri Gagarin** became the **first man in space** in **1961**. The USA's **Alan Shepard** followed just weeks later.
- ⇒ President Kennedy announced the **Apollo programme** in **1961**, and **Neil Armstrong** was the **first man on the moon** in **1969**.

Consequences of the Arms Race

- ⇒ **DEFENCE SPENDING**: both the USA and USSR **spent billions of dollars** developing nuclear weapons. The USSR spent **20% of its entire national budget** on nuclear weapons; the USA spent lots as it was concerned about the **bomber gap** and the **missile gap**.
- ⇒ **DETERRENCE**: fear of M.A.D. meant that the **Cold War never got too 'hot'** as both superpowers were on constant alert and did not want to lead to their own annihilation. Relations **remained tense**.
- ⇒ **BRINKMANSHIP**: Any moment of tension between the superpowers **brought the fear of nuclear war closer**. For example, when General MacArthur threatened to use nuclear weapons in China.
- ⇒ **FEAR**: many ordinary people lived in **fear of 'the bomb'**. US schoolchildren practised '**Duck and Cover**' drills in the event of a nuclear attack; British households received a booklet in the 1970s telling them how to '**Protect and Survive**' and create shelters in their homes. The **Campaign for Nuclear Disarmament (CND)** was formed, which promoted **unilateral disarmament**: countries should ban nuclear weapons **without waiting for rival countries** to respond. CND **protest demonstrations became widespread** in the 1960s.

GLOSSARY

- ◆ **Brinkmanship**: trying to get an advantage by pushing a dangerous policy to the edge of conflict.
- ◆ **Deterrence**: the idea that owning nuclear weapons would stop an attack from another nuclear power.
- ◆ **ICBM**: InterContinental Ballistic Missiles capable of flying from one continent over to another.
- ◆ **Polaris**: US nuclear missiles that were launched from submarines.
- ◆ **MAD**: Mutually Assured Destruction, the idea that both sides possessed enough nuclear weapons to be capable of world destruction.
- ◆ **Bomber Gap**: the belief that the USSR had more nuclear bomber planes than the USA.
- ◆ **Missile Gap**: the belief that the USSR had more nuclear missiles than the USA.
- ◆ **Disarmament**: when a country gives up nuclear weapons.





GCSE History Paper 1: Conflict and Tension between East and West, 1945-1972

Knowledge Organiser (5 of 7): How did the Cold War develop in the 1950s?

The development of the Cold War was transformed after the death of Stalin in 1953. His replacement, Nikita Khrushchev, called for a policy of 'peaceful co-existence' with the West, and relations between the two superpowers eased in a period known as the 'thaw'. However, the violent crushing of an anti-communist uprising in Hungary and the fallout over the shooting down of a US spy plane over Russia meant that the 'thaw' did not last long.



What was 'peaceful co-existence'?

- ⇒ In 1956, new Soviet leader Khrushchev gave the **'Secret Speech'** denouncing Stalin's **brutal rule** and violent tactics.
- ⇒ It led to a **more open and peaceful** approach from the Soviet government. It led to **de-Stalinisation**: political prisoners were freed and statues of Stalin were destroyed.
- ⇒ Khrushchev's policy of **'peaceful co-existence'** was based on East and West **acknowledging their differences** and **trying to co-operate** following the destruction of the Korean War and the threat of M.A.D. The **'Thaw'** had begun.



What led to the Hungarian Uprising?

- ⇒ Hungary was led by communist **Matyas Rakosi**, who was a **loyal Stalinist**. He kept **Soviet troops** in Hungary; the **Secret Police** arrested and tortured opponents and Catholicism was suppressed.
- ⇒ After the Secret Speech, **Hungarian students took to the streets** and demanded **greater freedom**, civil rights and the **removal of Soviet troops and Rakosi**.
- ⇒ The protests turned violent and Rakosi was **replaced by Imre Nagy**, a **moderate** communist who called for calm, reforms and the removal of Soviet tanks. This happened, but Nagy then called for Hungary to **withdraw from the Warsaw Pact**.

Consequences after the Uprising

- ⇒ Khrushchev **couldn't allow Nagy to carry on**: other countries might pull out of the Warsaw Pact, severely **weakening Moscow's grip on power**.
- ⇒ Khrushchev **crushed the uprising**. Thousands of Soviet troops and tanks entered Budapest and **defeated the inexperienced fighters**.
- ⇒ Nagy was **deposed and executed**. He was replaced by Soviet hard-liner **Janos Kadar**. Up to 200,000 refugees fled across the border to Austria.
- ⇒ The USA **condemned the brutality**, but did **not send in troops** as they didn't want to risk war; **Soviet control had been restored** in the East.

A world of spies!

- ⇒ Both superpowers used spies, but many Americans **felt threatened** by the spread of communism, leading to the **Red Scare**.
- ⇒ Senator **Joseph McCarthy's** anti-communist **'witch hunts'** saw **thousands of innocent Americans** being accused of spying and losing their jobs following **Congressional hearings**.
- ⇒ The **FBI's J. Edgar Hoover** was convinced **communist spies had infiltrated America**. There were scandals: government official **Alger Hiss** was convicted of spying; the **Rosenbergs** were executed for passing on nuclear secrets to Moscow and **Klaus Fuchs** infiltrated the Manhattan Project.

What was the U2 Crisis?

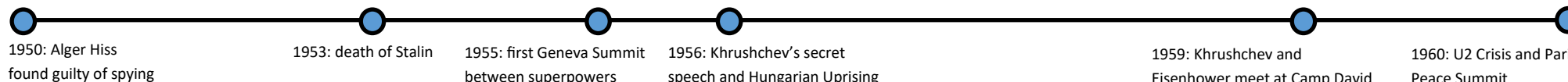
- ⇒ American **U2 spy planes** could fly up to a height of 23,000m and gather intelligence and **take covert photographs** without being detected or shot down.
- ⇒ In May 1960, **Gary Powers** was flying a U2 to gather information about Soviet weapon development but was **shot down by anti-aircraft guns**.
- ⇒ A crisis emerged: the USA **denied the U2 was spying**, even though Khrushchev had evidence to the contrary! President Eisenhower **refused to apologise** or say whether more spy missions would be carried out. Khrushchev, even though he used spies himself, **stormed out of the Paris Peace Summit** and Powers **jailed** for ten years.

What happened at the Paris Summit?

- ⇒ Eisenhower's term was ending and wanted to leave office having **made progress on easing Cold War tensions**. Earlier meetings at Geneva and Camp David had delivered no solutions.
- ⇒ When Khrushchev and Eisenhower met at the Paris Peace Summit, **tensions were at boiling point** over the U2 crisis.
- ⇒ **The Summit failed**: there was **no agreement** on easing tensions or a nuclear test ban. US lies led Khrushchev to storm out, proving he **would not be pushed around on the world stage**. The USA was hugely **embarrassed**.

GLOSSARY

- ◆ **Politburo**: a group of political leaders that decides policy in a communist government.
- ◆ **De-Stalinisation**: the period after Stalin's death when Khrushchev tried to make reforms in the USSR.
- ◆ **HUAC**: one of the Congressional committees that held hearings into suspected US communist activity..
- ◆ **McCarthyism**: the name given to anti-communist hysteria in the USA in the 1950s, named for US Senator Joseph McCarthy.
- ◆ **Summit**: an international meeting between two or more countries.
- ◆ **Thaw**: name given to the easing of tensions between the two Cold War superpowers in the 1950s.
- ◆ **Intelligence**: secretly gathering information about another country.
- ◆ **FBI**: a national organisation in the USA in charge of security and investigating crimes.





GCSE History Paper 1: Conflict and Tension between East and West, 1945-1972

Knowledge Organiser (6 of 7): How was the Cold War transformed in the 1960s & early 1970s?

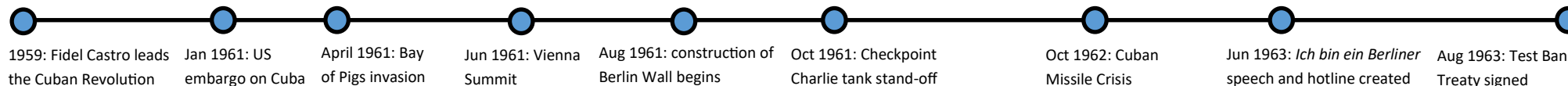
The Cold War tensions escalated further in the early 1960s. Relations deteriorated once again over Berlin, with a huge wall being constructed on the border between East and West Berlin, sealing the West off, and the world came close to full-scale nuclear war over the stationing of Soviet missiles in communist Cuba in 1962.



Why were there tensions in Berlin? ⇒ In 1958, Khrushchev issued demands to the West: that Berlin should be demilitarised, that all western soldiers were removed and that the city should be governed independently. ⇒ By 1961, West Berlin was an embarrassment for the USSR as communist East Germans could see how much better life was in the West, with luxury goods and a higher standard of living. ⇒ Over one-sixth of East Germany's population, mostly skilled workers, had defected to the West in the 'Brain Drain'. 40,000 crossed the border to the west in August 1961 alone.	Why was the Berlin Wall constructed? ⇒ New US President Kennedy met Khrushchev in Vienna in June 1961. He pledged to keep West Berlin under capitalist, western control. ⇒ On 13th August, East German troops began constructing a barbed-wire fence to separate East and West Berlin. The official reason was to prevent western spies entering the East, but in reality it was to stop more defections from East to West. ⇒ The fence became a concrete wall. Families, friends, streets and buildings were separated. Travelling was heavily restricted, and over 130 people were shot dead by East German police for trying to cross the wall into the West.	Consequences of the Berlin Wall ⇒ STAND-OFF: after a fall out over a US diplomat being refused entry to the East, both sides sent tanks to the crossing point at Checkpoint Charlie. One shot could have led to all-out war. ⇒ ICH BIN EIN BERLINER: Kennedy visited Berlin in 1963 and gave a speech at the Wall outlining the evils of communism. It was a propaganda victory. ⇒ KHRUSHCHEV: was forced to accept capitalist western control in West Berlin. Economic damage was limited as the Wall blocked defections. ⇒ SYMBOLISM: the Wall symbolised the Cold War divides and the fact neither side could agree.
What happened at the Bay of Pigs? ⇒ The USA invested heavily into Cuba and backed the anti-communist dictator Batista. He was overthrown in a communist revolution in 1959 led by Fidel Castro. ⇒ Castro made a deal with Khrushchev, who would buy Cuban sugar and provide oil and loans. The USA launched a trade embargo in January 1961. ⇒ The USA's CIA hatched a secret plan to overthrow Castro's regime. In April 1961, the USA sent 1,400 Cuban exiles to the Bay of Pigs to start a coup, which ended in an embarrassing failure. Castro and Khrushchev grew closer and the USSR declared it would send arms to Cuba.	What was the Cuban Missile Crisis? ⇒ On 14th October 1962 a US spy plane discovered Soviet missile launch sites being built in Cuba. Kennedy responded by announcing a blockade of Cuba to prevent the missiles being delivered. ⇒ Khrushchev said Soviet ships would carry on, and cross the blockade, but they eventually turned back. Kennedy raised the alert level to DEFCON 2. ⇒ On 26th October, the US mobilises troops and an invasion plan is discussed; Khrushchev sent a telegram to Kennedy offering to remove the missiles if the USA promised not to invade Cuba. ⇒ The US secretly removed missiles from Turkey.	Consequences after Cuba ⇒ For thirteen days in 1962, the world looked as if it was on the brink of nuclear war. Kennedy's popularity soared as he was seen to stand up to communist aggression; Khrushchev was humiliated and lost power in 1964. ⇒ In June 1963, a hotline was set up to allow the US and USSR leaders to speak directly. ⇒ August 1963 saw a Test Ban Treaty signed between Britain, the USA and USSR, restricting most nuclear weapons tests; in 1968, a Nuclear Non-Proliferation Treaty was agreed to stop the sharing of weapons technology and restricted countries with nuclear weapons from sharing them.

GLOSSARY

- ◆ **Defection**: when someone switches their loyalty to another country.
- ◆ **Brain Drain**: the term to describe the defection of skilled East German workers to the West.
- ◆ **Embargo**: a ban on trade with another country.
- ◆ **Blockade**: when a country surrounds another in an attempt to prevent any goods from arriving or leaving.
- ◆ **Exile**: being forced to escape or stay away from your own country.
- ◆ **DEFCON**: a US alert system to describe how ready the military is for a nuclear conflict.
- ◆ **Proliferation**: a word describing how widespread nuclear weapons are held in different countries.
- ◆ **Hotline**: a telephone line set up after the Cuban Missile Crisis between Washington DC and Moscow.





GCSE History Paper 1: Conflict and Tension between East and West, 1945-1972

Knowledge Organiser (7 of 7): How was the Cold War transformed in the 1960s & early 1970s?

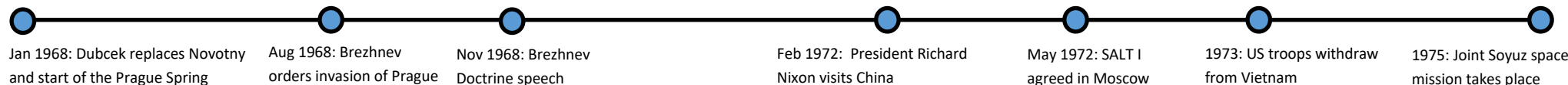
Following the stand-off over the Cuban Missile Crisis, relations between the superpowers continued to be difficult, and although there were strains over the Soviet crackdown in Czechoslovakia, there was renewed co-operation in the period known as 'détente' and this eventually led to agreements to limit nuclear weapons.



What was the Prague Spring? ⇒ Czechoslovakia was tightly controlled by its communist leader Antonin Novotny. He was close to Moscow, corrupt and ruled harshly. The people had no free press or freedom of speech. ⇒ In January 1968, Moscow appointed the moderate Alexander Dubcek to replace Novotny. He promised 'socialism with a human face' and reforms. ⇒ Dubcek's 'Prague Spring' included less censorship, more trade-union powers, less government control of industry, more freedom and the end of the one-party state. Soviet leader Brezhnev was worried other Warsaw Pact countries would want similar freedoms, with Moscow losing influence.	How did the USSR respond? ⇒ Brezhnev warned Dubcek not to go too far with reforms and Warsaw Pact troops held military exercises near the Czech borders to intimidate Dubcek's government. ⇒ Dubcek did not back down and, concerned about communist control over Eastern Europe weakening, Brezhnev ordered 500,000 troops into Prague on 20th August. ⇒ Some protesters resisted the Soviets, but were dealt with harshly. Dubcek did not want a blood-bath, so he ordered the Czech Army not to resist. He was arrested and exiled to Moscow, and his replacement Gustav Husak reversed the reforms.	What was the Brezhnev Doctrine? ⇒ The West criticised Brezhnev's crackdown in Prague but the USA was tied down in Vietnam and it was accepted that the West wouldn't interfere in affairs behind the Iron Curtain. ⇒ In November 1968, Brezhnev gave a speech where he promised to keep communist governments in place, and threatened to use force to do this, as in Czechoslovakia. ⇒ It dissuaded communist countries making political reforms and China felt threatened that the USSR might interfere in its affairs. The USA cancelled upcoming disarmament talks, but soon reversed this as it did not want to threaten progress it made.
Why did tensions remain? ⇒ VIETNAM: the USA had intervened in Vietnam to stop the spread of communism in Asia but the USSR saw this as America trying to force its ideology on a region embracing communism. ⇒ The war became very unpopular: over 58,000 had died and it was clear the USA was losing against the Vietcong. More money was being wasted and the death toll kept rising. It would be tricky to have improved relations with Moscow whilst troops were dying fighting communists in Asia. ⇒ HUMAN RIGHTS: the West criticised Soviet practices like censorship, the use of gulags and cracking down on freedom of speech.	What were the causes of Détente? ⇒ Détente is the name given to the period of improved relations and decreased tensions between the superpowers in the 1970s. ⇒ In the Sino-Soviet split, the USSR and China grew further apart as leaders disagreed on communist policy. The USA took advantage of this and both the USSR and China improved relations, especially after President Nixon visited China. ⇒ The USSR economy was weakened by excessive arms spending, and Brezhnev realised that arms reduction talks could ease the pressure. Relations also improved once US troops withdrew from Vietnam in 1973.	What were the results of Détente? ⇒ For the superpowers, the brinkmanship over Cuba was dangerous, and limiting the proliferation of nuclear weapons was a top priority. ⇒ Strategic Arms Limitation Talks (SALT) began in 1969 and a number of agreements were reached in Moscow in 1972, known as SALT I. ⇒ Both sides limited ballistic missile sites and missile numbers in the Anti-Ballistic Missiles Treaty, and agreed to restrict ICBMs in the Interim Treaty. The Basic Principles Agreement set out steps on how to avoid a nuclear war. Talks for SALT II began straight away and the joint US-Soviet Soyuz Space Mission took place in 1975.

GLOSSARY

- ◆ **One-party State**: a country in which only one political party is allowed to govern.
- ◆ **Prague Spring**: the name given to the period of reforms in Czechoslovakia under Alexander Dubcek.
- ◆ **Brezhnev Doctrine**: the Soviet threat to use force if necessary to maintain communist governments in Eastern Europe and beyond.
- ◆ **Gulag**: harsh prison and labour camps used in the USSR to house political opponents.
- ◆ **Censorship**: when a government restricts media and literature, limiting what the public are allowed to access.
- ◆ **'Ping-Pong Diplomacy'**: nickname given to better US relations with China, named after the tour of a US table-tennis team in 1971.
- ◆ **Détente**: the easing and relaxing of superpower tensions in the





Christ's College History Department

**GCSE History Paper 2, Section A
Migration, Empires and the People,
c.790 - present day**

Knowledge Organiser Booklet



GCSE History Paper 2: Migration, Empires and the People, c.790-present day

Knowledge Organiser (1 of 8): How did England gain and lose land in Medieval and Early Modern times?

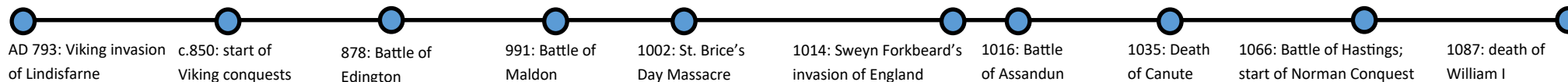
The first part of the Migration and Empires course begins with the growth and decline of early empires. We begin with the Viking raids and invasions of the late 8th and 9th centuries, before turning to the reign of Canute and the 'North Sea' Empire and then the impact and legacy of the Norman Conquest in England.



Who were the Vikings? ⇒ The Vikings were <u>raiders and traders</u>. They came from Scandinavia and established trade routes, including with the Near and Far East. ⇒ They built longships that could sail the North Sea but also <u>navigate inland waters and rivers</u>. ⇒ Scandinavia was <u>becoming overcrowded</u>, and <u>soil quality</u> was sandy and poor: not many animals could be successfully reared. ⇒ The Vikings knew the Anglo-Saxons were rich: they had <u>traded with them</u>. They knew about how the Anglo-Saxons minted coins and had fertile land.	Impact of the Viking invasions ⇒ Viking <u>raids continued sporadically</u> over the next 200 years, between 800 and 1000. ⇒ Many Danes, however, <u>settled peacefully</u> in the Danelaw, which were parts of England under Danish laws and customs. ⇒ Anglo-Saxons in the Danelaw were not forced to adopt the Viking pagan faith and remained Christian. ⇒ There was an assimilation of culture: Anglo-Saxons and Danes <u>intermarried</u>. There was a merging of cultures, laws, food and <u>language</u>: words like 'sky', 'egg' and 'skin' are <u>Norse</u>.	Who was Alfred the Great? ⇒ The earliest Viking raid was the monastery on Lindisfarne in 793: they killed monks and returned with gold and treasures. ⇒ Later, Vikings began conquering land and defeated some of the <u>seven Kingdoms</u>. Alfred the Great was the King of Wessex. He <u>fought back</u>. ⇒ Despite defeat at <u>Chippenham</u>, Alfred defeated the Viking ruler Guthrum at <u>Edington</u>. The peace treaty allowed the creation of the Danelaw and Guthrum <u>converted to Christianity</u>. Alfred's descendants <u>united England under a single king</u>.
What was the 'North Sea Empire'? ⇒ The <u>peace did not last</u>. King Aethelred the Unready was forced to pay Danegeld to the Vikings after losing the <u>Battle of Maldon in 991</u>. ⇒ Viking raids continued. Aethelred ordered the St. Brice's Day Massacre where <u>many Danes were killed</u>, including the <u>sister of the Danish King</u>. <u>He invaded</u>. ⇒ After the <u>Battle of Assandun</u>, the Danes took over England. Canute ruled the 'North Sea Empire' of Denmark, Norway and England. Canute <u>married Aethelred's widow Emma of Normandy</u> and England prospered. He introduced a new law code and created new earldoms. The Empire <u>dissolved after Canute died in 1035</u>.	The Norman Conquest ⇒ Relations between England and Normandy improved after Emma of Normandy's son Edward the Confessor became King. He brought Normans into the Royal Court. ⇒ William of Normandy <u>conquered England</u> after winning the Crown at the Battle of Hastings. ⇒ William ennobled many of his close allies and they <u>gained large swathes of English land</u>. ⇒ England was <u>integrated into the Norman 'empire'</u> which included Maine, Anjou, parts of France, and Sicily. This led to increased English trade with these areas.	Impacts of the Normans ⇒ Power: William <u>dealt harshly with Anglo-Saxon uprisings</u> and at the time of his death just 5% of land was in Anglo-Saxon hands. ⇒ Castles and Cathedrals: William constructed enormous buildings to symbolise his authority. ⇒ Laws: the Normans made lots of changes to law and order, <u>writing them down in Latin or French</u>. ⇒ Language: the English language evolved with French words like 'Parliament' and 'beef'. ⇒ Jewish migration: <u>merchants & money-lenders arrived</u>.

GLOSSARY

- ♦ **Pagan**: someone who follows a different religion to the main world religions, like the Vikings.
- ♦ **Danelaw**: land in North and East England under Danish rule, laws and customs.
- ♦ **Danegeld**: money paid by the English to prevent further Viking raids.
- ♦ **Longships**: long and narrow boats used by the Vikings to navigate the seas and inland waters.
- ♦ **Assimilation**: when groups of people, cultures, customs and languages begin to merge.
- ♦ **'North Sea Empire'**: lands ruled by Canute: England, Norway and Denmark
- ♦ **Encomium**: the book written by Emma of Normandy to promote her two sons' claims to the English throne.

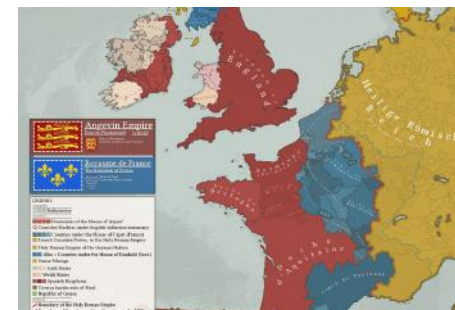




GCSE History Paper 2: Migration, Empires and the People, c.790-present day

Knowledge Organiser (2 of 8): How did England gain and lose land in Medieval and Early Modern times?

After the Norman Conquest, William's descendants continued to rule England, and the country would eventually become the main kingdom within the 'Angevin' Empire. You will learn about the rise and fall of this Empire under Kings Henry II and John, and the significance of the Hundred Years' War between England and France.



What was the Angevin Empire?

- ⇒ When William died, he split his lands between his sons, but **England and Normandy reunited under Henry I**. He named his daughter Matilda as his heir.
- ⇒ Matilda was challenged by her cousin Stephen, triggering two decades of **civil war** in England: the Anarchy. It was agreed Matilda's son Henry would be the next king.
- ⇒ Matilda married **Geoffrey of Anjou**, a French Count who seized control of Normandy. When Henry became King of England, he became the first Angevin King. He gained **Aquitaine** by marrying the Duchess Eleanor and **Brittany** when one of his sons married the heiress Constance.
- ⇒ Henry restored authority in England by **increasing finances and introducing legal reforms**. Trade between the parts of the Angevin Empire increased.
- ⇒ Henry II **would conquer Ireland**. It was a collection of small kingdoms with a single 'High King' ruling over them all. **Pope Adrian IV gave Henry permission** to conquer Ireland.
- ⇒ In 1169, the King of Leinster asked Henry for help in a fight with a rival King: Henry sent the Earl of Pembroke **Richard 'Strongbow' de Clare**.
- ⇒ Henry invaded in 1171, and built castles. The High King paid homage to Henry, recognising him as **overlord of Ireland**.

How did King John lose the Angevin Empire?

- ⇒ In 1177, John was put in charge of Ireland by his father: he was named Lord of Ireland.
- ⇒ When John became King of England in 1199, he **inherited a lot of Crusade debts** and angered the French King by marrying **Isabella of Angoulême**, a French noblewoman.
- ⇒ In the ensuing wars with France, John lost Normandy and almost all of England's French territories except Gascony. He was forced to seal Magna Carta in 1215, and the French invaded in 1216. They were **defeated by William Marshal**.

Hundred Years' War: the Key Battles

- ⇒ **Battle of Crécy 1346**: the English defeat the crossbow-wielding French with longbows and early cannon. England gained control of the key port city of **Calais**, which it would rule until 1558.
- ⇒ **Battle of Poitiers 1356**: Edward's son inflicts a humiliating defeat, who had tried to reinforce their armour, but England just aimed at the horses! **England gained more French lands**.
- ⇒ **Battle of Agincourt 1415**: Henry V stuns the French as he invaded to reclaim lost lands. Declared the French heir in the **Treaty of Troyes**.

Why did the Hundred Years' War break out?

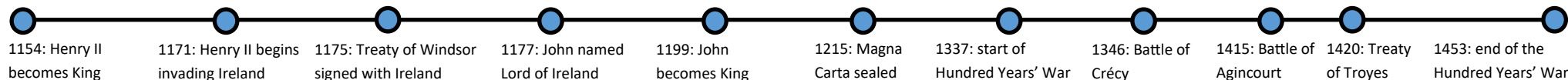
- ⇒ **Gascony**: England made lots of money from taxing **wine** here, but France confiscated the land in 1337 to try and force Edward III to submit.
- ⇒ **Scotland**: had formed the 'Auld Alliance' with France, who were angry after Edward III invaded Scotland to re-capture land lost by his father.
- ⇒ **Wool**: France threatened to take over **Flanders** which would jeopardise the English cloth trade.
- ⇒ **Royal Feud**: Edward wanted the French Crown and felt he had a stronger claim than Philip VI.

Significance of the Hundred Years' War

- ⇒ England was left with only Calais after a number of defeats, notably to **Joan of Arc** at Orléans in 1429 and to **heavy cannons** at Castillon in 1453.
- ⇒ Huge swathes of French land were devastated; both sides **spent a fortune** which weakened their economies and **lost thousands of men**.
- ⇒ In the long term, **new battlefield technology** became important like longbows and gunpowder.
- ⇒ There was a birth of a sense of **English identity**, as the English language replaced French. Victories were immortalised in Shakespeare's plays.

GLOSSARY

- ◆ **Angevins**: the royal house that ruled England in the 12th and 13th centuries, named for the County of Anjou in France.
- ◆ **Angevin Empire**: lands ruled by the Angevin monarchs including Aquitaine, Brittany, Normandy, England and Ireland.
- ◆ **Plantagenet**: name given to the royal house of England after King John.
- ◆ **'The Pale'**: part of Ireland near Dublin under the direct control of the English Crown.
- ◆ **Longbow**: a tall, powerful bow used successfully by English archers during the Hundred Years' War.
- ◆ **Artillery**: heavy guns which started to be used in the 1300s.
- ◆ **Treaty of Troyes**: 1420 agreement that made Henry V the heir to the French throne.





GCSE History Paper 2: Migration, Empires and the People, c.790-present day

Knowledge Organiser (3 of 8): How did England gain and lose land in Medieval and Early Modern times?

After the Hundred Years' War, England started looking West to the New World. Pirates and privateers plundered enemy shipping, and involvement in the slave trade gave way to the establishment of sugar and cotton plantations in the Caribbean. We will also explore how England gained and lost the thirteen North American colonies.



What was the Age of Discovery?

- ⇒ Better navigation technology and galleons allowed European countries, especially Spain and Portugal, to **compete for land** around the globe.
- ⇒ The New World began to be conquered after **Columbus' 1492 voyage**.
- ⇒ England wanted access to lucrative new trading routes and to **challenge Spanish and Portuguese dominance**, particularly with the spice trade.
- ⇒ **Explorers** like Sir Francis Drake and Sir Walter Raleigh were sponsored by the Crown.

Pirates and Privateers

- ⇒ Spanish and Portuguese ships brought gold, spices, silks and other riches from their voyages.
- ⇒ Elizabeth I wanted to challenge this dominance. She was also fuelled by **religious motivations**: Catholic Spain had tried to invade Protestant England in 1588.
- ⇒ She licensed privateers like Sir John Hawkins and Sir Francis Drake to plunder shipping. These privateers then brought goods back to England. Soon, anti-piracy laws and increasing trade led to a **shift away** from plunder towards colonisation.

Why was the slave trade significant?

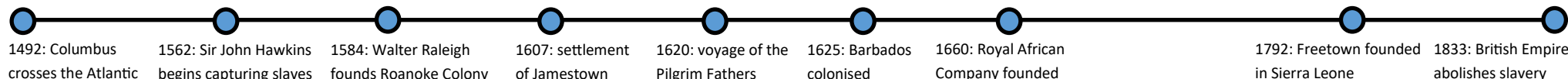
- ⇒ England's first involvement in the slave trade was when **Sir John Hawkins** captured 300 enslaved Africans off Portuguese ships.
- ⇒ Soon, the **triangular trade** was developed: slaves would be transported to plantations in the New World; raw materials and crops would be shipped to Europe, and manufactured goods shipped to West Africa.
- ⇒ Plantations were set up in the Caribbean and North America. Jamaica and Barbados became **sugar colonies** for England.
- ⇒ The first colonists were mainly Quakers fleeing persecution and **indentured servants**, who worked off their contract before being granted land. However, **slaves were much cheaper**.
- ⇒ The **Royal African Company** began in 1660 and traded gold, ivory and slaves from West Africa to the Caribbean. 150,000 slaves would be shipped by the 1730s.
- ⇒ Overall, Britain would traffic 3m slaves, and cities like Liverpool and Bristol flourished. Slave cotton would help **fuel the Industrial Revolution**.
- ⇒ Britain would eventually **abolish the slave trade**, following sustained campaigning, and Freetown in Sierra Leone was established as a **British colony for freed and former slaves**.

How did Britain colonise America?

- ⇒ North America was ideal for growing **cash crops** like tobacco, cotton, sugar and potatoes.
- ⇒ Sir Walter Raleigh was one of **Elizabeth I's favourites**. He tried to discover the mythical city of gold El Dorado and travelled to Guiana.
- ⇒ He also established the **Colony of Virginia**, named for the Queen, around Roanoke Island. Although the colony failed, it inspired further settlement attempts.
- ⇒ **Jamestown** was founded in 1607. The **Virginia Company** was set up and investors could travel across to the New World. Many English settlers travelled to escape unemployment, poor harvests, and the promise of land and riches.
- ⇒ After initial hardships, Jamestown survived and became very profitable growing tobacco, and triggering further waves of settlers.
- ⇒ The **Pilgrim Fathers** were a group of mostly English Puritans who travelled across to America on the Mayflower in 1620. They settled Plymouth in Massachusetts. They were fleeing religious persecution. Their **society promoted co-operation** and is seen as the start of American democracy.
- ⇒ Settlers initially had good relationship with the Native Americans. They traded and helped the English farm the land. Tobacco planter John Rolfe married Pocahontas. **War and disease** meant that the number of Native Americans under British control **declined by nearly half by 1700**.

GLOSSARY

- ◆ **Piracy**: raiding cargo or stealing enemy shipping.
- ◆ **Privateering**: when private sea captains are given state permission to raid enemy shipping.
- ◆ **New World**: name given to territories reached by Europeans from the late 1400s.
- ◆ **Plantation**: a large farm or estate where just one crop (usually a cash crop) is grown.
- ◆ **Quakers**: a Protestant Christian group who believe in equality amongst members.
- ◆ **Pilgrim Fathers**: 102 mainly English Puritans who sailed to the New World in 1620 and who established a colony in Plymouth, Massachusetts.
- ◆ **Joint-stock company**: when several investors put money into a company and share out risks and rewards.





GCSE History Paper 2: Migration, Empires and the People, c.790-present day

Knowledge Organiser (4 of 8): What factors led to the growth & collapse of the British Empire?

The American War of Independence was a pivotal event in British, and indeed global, History. Britain's loss of the thirteen colonies came just after Britain had won the Seven Years' War. Tea and taxation fuelled grievances between the colonists and the British Government and a prolonged struggle for independence began. Following the conflict, Britain's colonial empire looked elsewhere for conquest.



What was the American War of Independence?

- ⇒ British control in North America extended to Canada and thirteen American colonies. Britain won the **Seven Years' War** in 1763 but at a cost: the Crown had debts to pay off and needed money.
- ⇒ The American colonists already had grievances: the **Navigation Acts 1651-1773** limited the goods they could legally purchase, often at higher prices. More British taxes were forthcoming:
- ⇒ **The Stamp Act 1765** and **Townshend Acts 1767** placed higher taxes on documents, goods and imposed restrictions in Boston, Massachusetts. The people were angry because they had no say in Parliament: they cried '**no taxation without representation!**'
- ⇒ A protest in Boston was put down by British soldiers in 1770. Four Boston residents were shot dead in what became known as the '**Boston Massacre**'.
- ⇒ In protest at tea taxes, the Sons of Liberty threw 342 crates of tea into the harbour at the **Boston Tea Party** in 1773.
- ⇒ America became divided between LOYALISTS and PATRIOTS. A **Continental Congress** was held and provided a list of grievances to King George III: he ignored them. **Fighting** broke out when someone fired '*the shot heard round the world*' at Lexington in 1775. The **Declaration of Independence** was agreed in 1776, and after five years of bitter fighting, and following aid from Spain and France, the Patriots won the war.

Consequences of the War

- ⇒ In the short term, 10,000 British soldiers died in battle or from disease, alongside 20,000 sailors.
- ⇒ The war cost around **£80 million** and increased the national debt.
- ⇒ **Britain's pride was damaged** since the world's most dominant army had been defeated by a smaller enemy.
- ⇒ Nevertheless, Britain **recovered quickly** after losing the American colonies. Trade with America returned to pre-war levels in 1785 and the **Royal Navy** became the largest in the world in 1813.

Canada

- ⇒ Many American loyalists fled to Canada where they were **offered protection**. It was split into two colonies: Upper and Lower Canada.
- ⇒ There was **rivalry and conflict** between the English and French-speaking citizens.
- ⇒ The 1839 **Durham Report** recommended uniting the two Canadas to prevent another revolution. This happened in 1841, and Canada was given a **lot of freedom to run its own affairs**. This especially pleased the French-speakers in Quebec! Canada remains a loyal ally to the UK to this day.

Australia

- ⇒ Britain began transporting criminals to penal colonies in Australia after losing the American colonies.
- ⇒ The '**first fleet**' landed in Botany Bay in 1787 with around 700 convicts; around 3,000 convicts arrived every year by the 1830s.
- ⇒ The **indigenous Australian aborigines** were exploited by British settlers. They believed the land belonged to everyone: the British therefore claimed all the land without paying compensation to the Aborigines. Australia would become another key British ally and federated in 1901.

Jamaica

- ⇒ **British involvement in the Caribbean continued** into the 19th century. The Bahamas, Barbados, Jamaica, Anguilla, Montserrat, Saint Lucia, St. Kitts and Nevis and Grenada were all British colonies.
- ⇒ The slave trade was formally abolished in the empire in 1833, but many freed slaves continued to work for their former masters with poor pay and conditions.
- ⇒ Black Jamaicans rose up against their treatment in the **Morant Bay Rebellion** in 1865. In retaliation, the British Governor Edward Eyre imposed **martial law** and leading figures in the uprising were arrested for treason and hanged.

GLOSSARY

- ◆ **Townshend Acts**: controversial laws that raised import taxes on lots of goods entering America.
- ◆ **Navigation Acts**: laws that restricted the Americans to use British shipping and purchase goods imported by Britain.
- ◆ **Stamp Act**: a law that imposed a tax on paper and documents in North America.
- ◆ **Penal transportation**: sending convicted criminals overseas to a prison colony.
- ◆ **Emancipation**: freeing a group of people from oppression.
- ◆ **Indigenous**: native to, or originating from, a particular place.
- ◆ **Durham Report**: the report that recommended reform to British rule in Canada.
- ◆ **Federation**: when Canada's provinces united into one colony





GCSE History Paper 2: Migration, Empires and the People, c.790-present day

Knowledge Organiser (5 of 8): What factors led to the growth & collapse of the British Empire?

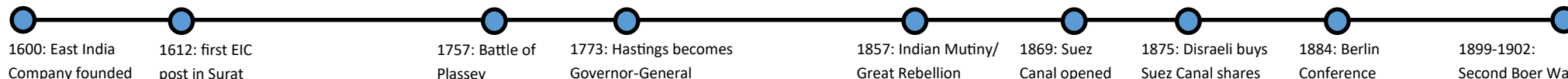
Although Britain lost the American Colonies, Britain turned elsewhere and began expanding its colonial empire, gaining colonies in India and Africa. The country was practically unchallenged as the world's sole superpower in the 19th century. This enquiry focuses on two important case studies in British imperial History: India, the 'jewel' in the empire's crown, and how we participated in the Scramble for Africa.



What was the East India Company? ⇒ India was rich in resources including <u>silk</u>, <u>iron ore</u>, <u>copper</u>, <u>gold</u> and <u>silver</u>. Elizabeth I set up the East India Company in 1600. It was to have a monopoly on English (and British) trade in the Far East. ⇒ The Company set up trading posts in the 17th century, including <u>Bombay</u> and <u>Madras</u>. ⇒ The Company grew powerful and established political control in India. Robert Clive led the Company army to victory in the <u>Battle of Plassey</u> and this led to British rule extending to Bengal: one of the <u>richest provinces</u>. ⇒ Warren Hastings became Governor-General of Bengal and promoted Indian culture, but was accused of corruption and <u>mismanaging Company funds</u>.	The Indian Mutiny/'Great Rebellion' ⇒ The Government of India Act 1773 allowed the British Government to rule India jointly with the Company. British influence continued expanding. ⇒ The sepoys serving in the Army were outraged at their treatment, especially the disrespect to their religion over the issue of <u>gun cartridges</u>. ⇒ Over 300 British women and children died at Cawnpore; there were also casualties in Lucknow and Delhi. The <u>sepoys rebels were defeated</u>. ⇒ After the rebellion, in 1858, the British Government replaced the Company in ruling India.	India after 1857 ⇒ The Government of India Act 1858 set up the British Raj. Indians were to be <u>treated as equal subjects</u> within the British Empire. ⇒ The Queen appointed a Secretary of State for India and a <u>representative</u> known as a Viceroy. ⇒ The Rebellion sparked <u>nationalist movements</u> like the Indian National Congress in 1885. ⇒ The British <u>tried to interfere less in education and religion</u>: the Indian Universities Act 1904 set up universities in Bombay, Calcutta and Madras. A new middle class was created, and many worked in the <u>Indian Civil Service</u>.
What was the 'Scramble for Africa'? ⇒ Africa was believed to be rich in gold, diamonds and ivory. These goods could make European countries richer. ⇒ Many European countries had imperial ambitions and <u>wanted to create overseas empires</u>. ⇒ Some <u>racist imperialists</u> believed in 'White Man's Burden': it was their duty to colonise native Africans to 'civilise' and improve them. ⇒ The 1884 Berlin Conference <u>divided the African continent between European countries</u>.	Why was the Suez Canal important? ⇒ Before the Suez Canal, Britain had to sail round Africa to trade with India. This was a long and dangerous voyage. ⇒ The Canal opened in 1869 <u>under French control</u>, linking the Mediterranean to the Indian Ocean. ⇒ By 1875, Egypt was <u>going bankrupt</u> and needed money fast. Prime Minister Benjamin Disraeli spent £4m purchasing Canal shares from the <u>Khedive Isma'il Pasha</u>. Britain had secured control of the Canal, thus enabling quicker travel to India. <u>British influence in Egypt also increased</u>.	South Africa and the Second Boer War ⇒ Cecil Rhodes was an imperialist who had a vision of British rule stretching across Africa 'from the Cape to Cairo'. He made a fortune from the <u>De Beers diamond-mining company</u>. ⇒ By the late 19th century, Britain ruled most of South Africa alongside Dutch Boer settlers. Britain wanted to <u>extend its rule into Boer lands</u>. ⇒ The Second Boer War began in 1899 and 7,600 British soldiers died, <u>proving how determined Britain was to hold on to, and expand, the Empire</u>. It also transformed the British Army, with reforms <u>introduced to make sure recruits were fitter and healthier</u>.

GLOSSARY

- ◆ **Nabob**: someone who has made a significant amount of money from the East, especially in India during the 18th century.
- ◆ **Sepoy**: an Indian soldier who fought in the British Army.
- ◆ **Viceroy**: the representative of the British Crown in India.
- ◆ **Social Darwinism**: the racist theory that some races and nations were superior to others.
- ◆ **Khedive**: ruler of Egypt.
- ◆ **'White Man's Burden'**: the idea that it was the duty of Britain to '**civilise**' the native populations under its control.
- ◆ **Imperialist**: someone who wants to expand an overseas empire by conquering more territory.
- ◆ **Jingoism**: a feeling or belief that your country is always right.

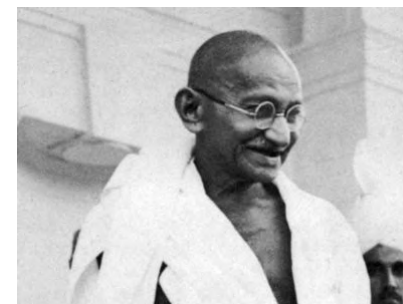




GCSE History Paper 2: Migration, Empires and the People, c.790-present day

Knowledge Organiser (6 of 8): What factors led to the growth & collapse of the British Empire?

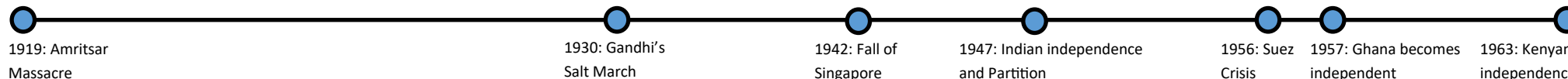
The 20th century saw the decline of the British Empire. Both of the World Wars had huge economic consequences, and Britain could not afford to uphold its imperial commitments. There was also a growth of anti-imperialism and nationalism in the colonies, and this enquiry features three case studies of decolonisation: India, Ghana and Kenya and how they became independent from the British Empire.



What was the impact of WWI? ⇒ Before WWI, Britain was the world's leading power. However, after 4 years of bitter fighting, Britain had to borrow billions of dollars from the USA and Canada, reducing British prestige. ⇒ By 1914, Britain had given dominion status to its 'white' colonies: Canada, Australia, New Zealand and South Africa. They were mostly self-governing countries, reducing London's control. ⇒ There was a rise in nationalism, and <u>demands for independence grew</u>. Millions of colonial soldiers served during WWI and <u>wanted to be rewarded for their efforts with more powers</u>.	Mahatma Gandhi and India ⇒ Gandhi founded the Indian National Congress in 1885. He campaigned for <u>independence</u>. ⇒ Although Britain gave 5 million Indians the vote in 1919, it <u>resisted calls to make India a dominion</u>. Nationalism increased after the Amritsar Massacre. ⇒ Gandhi practised satyagraha: a form of peaceful protest. He encouraged Indians to pan their own salt and <u>refuse to pay the Salt Tax</u>. Over 60,000 Indians were arrested after <u>Gandhi's 'salt march'</u>. ⇒ Independence came in 1947; Britain couldn't afford to maintain it, and India was violently partitioned. <u>Muslims and Hindus turned against each other</u>; many died.	Jomo Kenyatta and Kenya ⇒ Kenyatta formed the Kenyan African Union in 1940. He <u>campaigned for independence</u> and for <u>access to white-owned land</u>. ⇒ A violent uprising was led by the Mau Mau, who targeted white landowners. The campaign lasted 8 years. Kenyatta was jailed though many believe he was not affiliated to the Mau Mau. ⇒ The British treated the Mau Mau rebels very harshly and both sides committed atrocities. Many <u>white settlers chose to leave Kenya</u>. In 1963, Kenya became independent and <u>Jomo Kenyatta became its first President</u>.
What was the impact of WWII? ⇒ Both world wars disrupted trade and many colonies could not rely on Britain for goods. The USA was able to <u>capture most of this market</u>. ⇒ The fall of Singapore in 1942 was one of Britain's <u>greatest military defeats</u>. Over 130,000 troops surrendered, demonstrating to Britain's Asian colonies that British power was declining. ⇒ The USA and USSR became the two dominant superpowers during the Cold War; Britain's desire to decolonise increased under <u>Attlee's Labour government</u>: empire was just <u>too expensive</u>.	Kwame Nkrumah and Ghana ⇒ In the Gold Coast (Ghana) in the 1920s, the National Congress of British West Africa asked for more control: <u>they were rejected</u>. ⇒ Britain was keen to hold on to Ghana, due to its prospering <u>cocoa farms and gold</u>. It slowly gave West Africans more self-government; Kwame Nkrumah was less patient. He wanted independence. Although he was in <u>jail</u>, his party won elections. Nkrumah became 'Leader of Government Business'. He would later become Ghana's first Prime Minister when the <u>country became independent in 1957</u>.	What was the Suez Crisis? ⇒ Egypt became independent after WWI, but Britain <u>and France kept control of the Suez Canal</u>. ⇒ In 1956, Egypt's President Nasser nationalised the Canal and <u>took control</u>. ⇒ Britain and France were outraged. Along with Israel, they <u>invaded Egypt in an attempt to regain control of the Canal</u>. ⇒ Britain was forced into an humiliating withdrawal after <u>pressure from President Eisenhower</u>. It proved <u>Britain could no longer defend its imperial interests</u>. More colonies were granted independence.

GLOSSARY

- ♦ **Dominion**: a self-governing colony within the British Empire.
- ♦ **Home Rule**: the campaign for colonies to acquire more powers or independence.
- ♦ **Muslim League**: an Indian political party that campaigned for the creation of a Muslim-majority state: Pakistan.
- ♦ **Satyagraha**: Gandhi's form of non-violent, peaceful protest.
- ♦ **Partition**: the division of India in 1947 into India and Pakistan.
- ♦ **Nationalisation**: bringing a company under government control.
- ♦ **Mau Mau**: a Kenyan terrorist organisation that targeted white settlers and British supporters.
- ♦ **Commonwealth**: an international association made up of most of Britain's former colonies.





GCSE History Paper 2: Migration, Empires and the People, c.790-present day

Knowledge Organiser (7 of 8): Why have people migrated to and from Britain over the centuries?

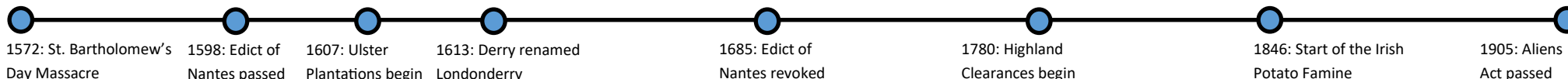
British history has seen numerous examples of migrants travelling to and from the country. Both the Huguenots and the Jews migrated to Britain to flee persecution, and internal British migration also played a significant role in our past, and this is particularly notable with the Ulster Plantations and the Highland Clearances.



Who were the Huguenots? ⇒ Protestants in France were persecuted and there was a mass killing during the St. Bartholomew's Day Massacre. This triggered a wave of <u>migration to Protestant England</u>. ⇒ A second wave followed once King Louis XIV revoked the protections offered by the <u>Edict of Nantes</u>. ⇒ Despite <u>some hostility</u>, the Huguenots migrants had a huge economic impact. They built over 200 paper mills and supplied 70% of Britain's paper. Huguenots made our <u>banknotes for 250 years</u>. ⇒ They assimilated into British society, and Huguenot investors helped to found the Bank of England.	What were the Highland Clearances? ⇒ Clan culture and Gaelic identity were strong in the Highlands, were <u>croft farming had continued for centuries</u>. ⇒ However, landowners wanted to enclose the land and create larger estates. This meant evicting the crofters. Some viewed these Clearances as <u>political retaliation for the Jacobite Rising</u>. ⇒ Sometimes, 2,000 evictions per day were held. ⇒ Tens of thousands of Highlanders <u>migrated to the colonies</u>, particularly Canada, where there are still Scottish communities today. Many Scots contributed their engineering skills and helped to build <u>roads, railways</u> and <u>other important imperial infrastructure</u>.	Jewish migration to Britain ⇒ Britain offered refuge for Jews fleeing persecution. There were <u>long-standing communities</u>; the Jews' Free School in London opened in 1732. ⇒ There was a large wave of migrants following the assassination of Tsar Alexander II in 1881. Pogroms were launched across Russia. ⇒ Jewish migrants took up <u>trades like shoe-making and furniture-making</u>. They had a reputation for being hard working and law-abiding. ⇒ HOSTILITY: some felt they were '<u>stealing jobs</u>' and the 1905 Aliens Act <u>restricted migration</u>.
What were the Ulster Plantations? ⇒ Elizabeth I struggled to control Catholic Ireland and there were frequent uprisings. The idea emerged of 'planting' Ulster (in Northern Ireland) with Protestants from England and Scotland. ⇒ The plantations began under King James I; the City of London financed a new settlement known as Londonderry. By 1622, there were roughly 1,000 Protestants & 4,000 Catholics in Ulster. ⇒ Religious tensions were common. In the long term, Protestants loyal to the British Crown came to <u>dominate politics and culture in Ulster</u>.	Irish migration to Britain ⇒ Migration began during the Industrial Revolution when there were <u>job opportunities in British cotton mills and factories</u>. 'Navvies' helped build <u>Britain's new railways</u>. ⇒ 1.5 million people left Ireland during the Great Potato Famine: the British government <u>did not offer much financial support or relief</u>. ⇒ Initially the Irish were <u>treated poorly, on account of their religion</u>. They were blamed for disease or crime, but <u>gradually assimilated</u>: Irish pubs and dancing are now common across Britain!	Internal British migration ⇒ The Industrial Revolution sparked a wave of internal migration as people <u>moved from the countryside to the towns and cities</u>. ⇒ In 1740, 80% of people worked and lived in rural areas: this declined to just 25% in 1901. ⇒ The growth of towns and industry in turn promoted <u>more migration</u>. ⇒ British people also settled in colonies. A gold rush in <u>Australia</u> began in 1851, and <u>farming expanded in New Zealand</u>, attracting many British workers.

GLOSSARY

- ◆ **Edict of Nantes**: a law protecting Protestant religious freedoms in France.
- ◆ **Diaspora**: a group of people from a small geographical area scattered across different countries.
- ◆ **Blight**: a disease which damaged the Irish potato crop.
- ◆ **Crofters**: small-scale farmers in the Scottish Highlands.
- ◆ **Jacobites**: supporters of the Stuart claimants to the British throne.
- ◆ **Navvy**: a labourer employed in building a road or railway.
- ◆ **Pogrom**: large scale, targeted and repeated persecution of an ethnic or religious group.
- ◆ **Chain migration**: when migrants follow family members to a new place.





GCSE History Paper 2: Migration, Empires and the People, c.790-present day

Knowledge Organiser (8 of 8): Why have people migrated to and from Britain over the centuries?

Although the British Empire declined, the decolonisation of the 20th century also led to Britain becoming a much more multicultural society. Migrants from former colonies would move to the 'mother country' in search of jobs and a better quality of life. This final part of the Migration course assesses the impact of 20th century migration.



Post-WWII Migration to Britain

- ⇒ **Cyprus**: there were tensions between Greeks and Turks over culture and language. Thousands of Cypriots **fled the violence, poverty and hardship** and settled in Britain in the 1950s.
- ⇒ **Uganda**: dictator **Idi Amin** expelled Asians living and working in the country. Around **29,000 refugees settled in Britain**.
- ⇒ **Far East**: many Malaysians, Singaporeans and Hong Kong migrants settled in Britain after WWII; around 50,000 Hong Kong residents were given **British passports** after the colony was handed back to China in 1997.

Who are the Windrush generation?

- ⇒ Many Caribbean countries were **impoverished** and there was **mass unemployment**, especially in **Jamaica** following a large hurricane in 1944.
- ⇒ The British Government introduced the **British Nationality Act** in 1948. It gave all people living in the Empire the right to a British Passport.
- ⇒ There were **job opportunities after WWII**. The country needed help re-building houses, infrastructure projects, and the new **National Health Service** needed workers.
- ⇒ 492 West Indians arrived on the RMT Empire Windrush; 40,000 a year were arriving in Britain by 1960.

What was life like for new migrants?

- ⇒ **Racism and Discrimination**: many migrants faced hostility from British citizens. They were accused of **'stealing jobs'**. Many faced a **Colour Bar** when they tried to access jobs or housing.
- ⇒ **Notting Hill, 1958**: tensions between Caribbean migrants and white British citizens escalated into **'race riots'** and **violent clashes** in Notting Hill. Campaigner **Claudia Jones** helped set up the Notting Hill Carnival to celebrate West Indian culture.
- ⇒ **Commonwealth Immigration Act 1962**: Commonwealth migrants could only arrive in Britain if they had a job offer; the condition was **not extended to whites**.
- ⇒ **Bristol Bus Boycott 1963**: Roy Hackett and Paul Stephenson boycotted the Bristol Omnibus Company when it refused to hire black bus drivers or conductors. The campaign worked and the BOC dropped its colour bar.
- ⇒ **Race Relations Acts 1964 and 1968**: it became illegal to discriminate against someone in jobs or housing on account of their race.
- ⇒ **Enoch Powell**: gave the infamous **'Rivers of Blood' speech** in 1968. He opposed mass immigration and said more new arrivals would lead to violence.
- ⇒ **Immigration Act 1971**: arrivals in Britain had to be a **'PATRIAL'** and have at least one British grandparent.
- ⇒ **Brixton Riots 1981**: violent clashes and rioting took place over the police's misuse of the 1824 'Sus' Law.

What was the Falklands War?

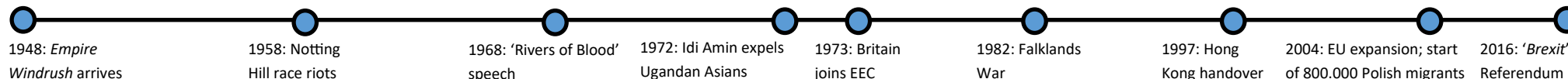
- ⇒ The Falkland Islands had been a British colony since 1833. Argentina also claimed the islands.
- ⇒ Argentine dictator **General Galtieri** invaded the islands in 1982 with 12,000 soldiers.
- ⇒ **Margaret Thatcher** authorised a task force of 100 ships and 28,000 troops to **reclaim the islands** for Britain. The Royal Navy set up an exclusion zone around the islands.
- ⇒ Britain regained the islands at a cost of 255 men and £2.5bn. The war was **very popular at home** and proved Britain could still defend its interests.

Britain and the EU

- ⇒ Britain joined the **European Economic Community** (later the EU) in 1973. It came with the right to Freedom of Movement.
- ⇒ Citizens of the member states could move, live and work in any other member state. When the **EU enlarged in 2004**, it led to over 800,000 Polish migrants settling in Britain.
- ⇒ The UK left the EU in 2020 following a Referendum in 2016. A **points-based immigration system** is now in force. Applicants with appropriate skills and training are favoured for entry.

GLOSSARY

- ◆ **'Sus' Law**: an 1824 law that allowed police to stop and search people they suspected might commit a crime.
- ◆ **Colour Bar**: discrimination against black migrants in jobs and housing.
- ◆ **Asylum**: protection given by a country to someone who has had to leave their home country.
- ◆ **Task force**: part of the Armed Forces given job of working on a single objective.
- ◆ **Exclusion zone**: an area into which enemy shipping and planes are forbidden to enter.
- ◆ **Special Relationship**: the nickname given to friendly relations between the UK and USA.
- ◆ **Multiculturalism**: the presence of several different cultural and ethnic groups within a country.





Christ's College History Department

**GCSE History Paper 2, Section B
Norman England, 1066 - 1100**

Knowledge Organiser Booklet



GCSE History Paper 2: Norman England, 1066-1100

Knowledge Organiser (1 of 7): How did William the Conqueror establish and maintain his authority in England?

This first enquiry covers the succession crisis of 1066 and the eventual victory of William the Conqueror at Hastings, before considering the challenges William faced and how he established control and power. First, you will consider the state of Anglo-Saxon England and why there was a succession crisis in 1066.



Edward the Confessor's England

- ⇒ Edward the Confessor became the King of England in 1042, following a **period of Danish rule**. He succeeded Harthacnute, the son of King Canute.
- ⇒ Edward was the son of Emma of Normandy and **Aethelred 'the Unready'**. He stabilised England.
- ⇒ He had to **assert his authority** because many of the leading nobles in England were still loyal to the Danish rulers and their claim to the throne.
- ⇒ The **Godwin** family was very powerful and in charge of Wessex, the oldest and richest earldom in England. Godwin had been Earl of Wessex since 1018. **King Edward was married to Godwin's daughter Edith.**
- ⇒ Godwin **rebelled**, however, in 1051. He was angry that Edward the Confessor began to favour Normans in the royal court. He was exiled, but Edward **restored his land and titles**.
- ⇒ His son, Harold, became Earl of Wessex in 1053 when Godwin died. He was a skilled military leader. As the King's brother-in-law, he began to help govern the country as Edward grew older.
- ⇒ Edward the Confessor died on 5th January 1066 without an heir, triggering a **succession crisis**.

Who were the main contenders to the throne in 1066?

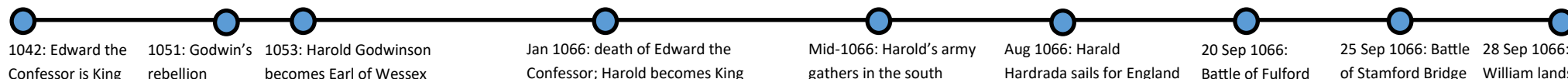
- ⇒ **Edgar the Aetheling** was the closest blood relative to Edward the Confessor. He was his **great-nephew** and lived with the King. He was treated like an adopted son. He was well-liked by the nobles. He had some Witan support, but was only a teenager and he was not skilled in battle.
- ⇒ **Harold Godwinson**, as Edward's brother-in-law, had a lot of government experience as the *Sub-Regulus*. He had proven himself in battle many times, against his own brother Tostig and against the Welsh King Gruffydd ap Llywelyn. He had the support of most of the Witan and was allegedly promised the throne on Edward's deathbed.
- ⇒ **Harald Hardrada** was King of Norway and a powerful Viking warlord. He claimed he was the true successor to the Scandinavian Kings of England and wanted to reform the North Sea Empire of Norway, Denmark and England. Supported by Harold's brother Tostig Godwinson.
- ⇒ **William, Duke of Normandy** was an experienced political and military leader. His great-aunt was Emma of Normandy, Edward's mother! He claimed that both Edward and Harold had promised him the Crown, the latter supposedly by swearing on holy relics. He also had the support of the Pope, Alexander II.

What happened during the Norwegian invasion?

- ⇒ The **Witan** chose Harold Godwinson to become King of England, and he was crowned at Westminster Abbey on 6th January.
- ⇒ He **immediately suspected a Norman invasion** from Duke William, so he gathered his army and travelled to the south coast of England.
- ⇒ By August 1066, the invasion had not come, so Harold **dismissed the Fyrd and disbanded the army**.
- ⇒ However, immediately afterwards, news reached Harold that his brother **Tostig** had landed in York with **Harald Hardrada**.
- ⇒ Anglo-Saxon Earls **Edwin and Morcar** maintained a small force, but they were crushed by Hardrada at the **Battle of Fulford**.
- ⇒ Harold raced north, gathering troops along the way since the Fyrd had been disbanded. Hardrada was busy celebrating his victory and awaited the delivery of English hostages.
- ⇒ Unprepared for Harold's swift march, Hardrada's forces were **taken by surprise and defeated** at the **Battle of Stamford Bridge**. Harold could not rest, however: William had landed his army...

GLOSSARY

- ♦ **Earl**: a high-ranking member of the nobility.
- ♦ **Housecarls**: professional, well-trained soldiers serving a king or earl.
- ♦ **Fyrd**: the irregular, untrained peasant members of the army.
- ♦ **Allegiance**: agreeing to support a particular side in a conflict.
- ♦ **Sub-Regulus**: deputy to the King.
- ♦ **Post Obitum**: 'after death': promising the throne to someone after you have died.
- ♦ **Novissima Verba**: 'last words': promising the throne to someone on your death bed.
- ♦ **Witan**: short for *witenagemot*, the council of leading earls and churchmen.
- ♦ **Aetheling**: 'of noble birth'.

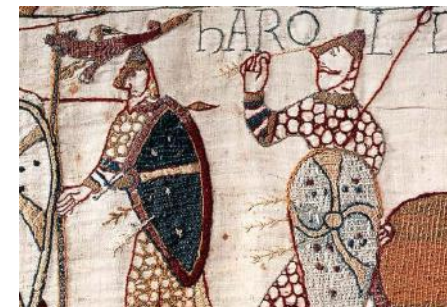




GCSE History Paper 2: Norman England, 1066-1100

Knowledge Organiser (2 of 7): How did William the Conqueror establish and maintain his authority in England?

This next part of the first Normans enquiry considers the reasons why William of Normandy defeated Harold at the Battle of Hastings, arguably the most famous battle in English History. It will also assess how William was able to immediately begin asserting his authority, including through the construction of defensive castles.



Why did William win the Battle of Hastings?

- ⇒ **Fatigue:** Harold had had to dismiss his Fyrd and his army was incomplete; they had just defeated Hardrada at Stamford Bridge and had to march hundreds of miles down to the South Coast.
- ⇒ **Careful preparation:** William had obtained wide-spread support from across France, Sicily and the Pope; he was also able to transport prefabricated castles across the Channel on long, narrow boats to assert control once he landed in England.
- ⇒ **Cavalry and Archers:** Harold's army consisted solely of infantrymen, whereas **William had mounted knights and archers** at his disposal; the latter was able to inflict damage from afar.
- ⇒ **Discipline:** knights were well-trained and well-disciplined, with **destrier** horses able to kick and bite. They patiently advanced atop Senlac Hill and retreated to **wear down the English defences**. The Fyrd, however, were poorly trained and ill-disciplined.
- ⇒ **Superior tactics:** Harold was limited to using the **defensive shield wall** and waiting for his opponents to tire; William was able to use the **feigned retreat** to drag out the Fyrd and break down the shield wall, leaving the housecarls exposed.

The march to London

- ⇒ In late October William put down a small uprising in Dover, and **secured the Cinque Ports** along the South Coast.
- ⇒ William secured the loyalty of Canterbury, the key city at the **heart of the English Church**.
- ⇒ He travelled to Winchester, England's ancient capital and **Royal Treasury**, where Queen Edith (Edward's widow) submitted. Archbishop Stigand submitted at **Wallingford** in November.
- ⇒ Despite some resistance in **London**, England's leading nobles submitted in December 1066.

How did William assert authority?

- ⇒ **Terror:** William used violence to crush attempted uprisings or rebellions.
- ⇒ **Intimidation:** he used the army and stationed them in castles to scare the English people.
- ⇒ **Legality:** he tried to show he was the true and lawful King of England. For example, he was crowned by the Archbishop of York.
- ⇒ **Patronage:** he gave land and positions of power to people to ensure their loyalty.
- ⇒ **Concessions:** William compromised with opponents.

Why were castles important?

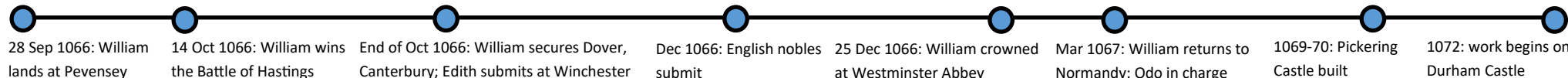
- ⇒ One of the first things William did was order the **construction of castles**, in places like Pevensey, Pickering and Durham.
- ⇒ They were **symbols of authority**, spread fear and he often forced Englishmen to build them.
- ⇒ Initially they were **wooden Motte and Bailey castles**, with a keep on top of the Motte and sometimes with a palisade fence. They were cheap and quick to build.
- ⇒ They would later be replaced with stronger stone castles with **more defences** like curtain walls.

How did William rule?

- ⇒ Initially, to placate the English, William allowed the Anglo-Saxons to **keep some of their land**. Later, William reversed this decision, issuing land to loyal Norman supporters.
- ⇒ From 1070, William **replaced Anglo-Saxon** earls and bishops with Normans to get more control and authority. (**Normanisation**)
- ⇒ Normans were **encouraged to marry** Anglo-Saxon widows and daughters to **seem more legitimate**. **Castles** were also used as centres of local government, tax collection, and for enforcing law and order.

GLOSSARY

- ♦ **Shield Wall:** defensive formation consisting of men standing side by side and interlocking shields..
- ♦ **Cavalry:** soldiers fighting on horseback.
- ♦ **Infantry:** ordinary foot soldiers.
- ♦ **Papal Banner:** battle flag given to William by the Pope.
- ♦ **Feigned Retreat:** pretending to run away before turning round and attacking by surprise.
- ♦ **Conroi:** a Norman battlefield formation usually consisting of groups of mounted knights.
- ♦ **Gonfanon:** heraldic flags carried on the battlefield and used to signal manoeuvres.
- ♦ **Ramparts:** the defensive walls of a castle that usually feature high walkways.
- ♦ **Fortifications:** defences.





GCSE History Paper 2: Norman England, 1066-1100

Knowledge Organiser (3 of 7): How did William the Conqueror establish and maintain his authority in England?

William was crowned King on Christmas Day 1066, but he was not secure. He was a foreign King in a foreign land, and a lot of Anglo-Saxons were willing to rebel against his rule. For the first few years of his reign, William had to work hard to defeat uprisings from a wide variety of opponents, including some of his own Norman earls.



How did William deal with early rebellions?

- ⇒ **Edwin and Morcar, 1066:** shortly after the Battle of Hastings, the two Anglo-Saxon earls **attempted to launch an uprising in London**, which was repelled by Norman knights who then razed Southwark to the ground. The two **submitted** to William at Berkhamsted, but William **still took them both to Normandy** with him in 1067.
- ⇒ **Eadric the Wild, 1067:** the Welsh marches were unstable and often lawless. Eadric, an Anglo-Saxon nobleman, rose up against William and had help from two Welsh princes. Property and land was seized, but Eadric had insufficient manpower and submitted to William.
- ⇒ **Eustace of Boulogne, 1067:** Eustace launched a revolt in Kent; the locals were **angry at their treatment by the Normans**. He laid siege to Dover Castle, but his forces were no match for the Norman defenders. Eustace **made peace** with William and returned to Boulogne.
- ⇒ **Siege of Exeter, 1068:** the people were angry at high Norman taxes, and they were encouraged by Gytha of Wessex, Harold Godwinson's mother. William sent knights to **lay siege to the city**, and they surrendered after 18 days. He built a castle, but also lowered taxes. The remaining Godwin family members **fled**.

What happened in Northern England?

- ⇒ **Edwin, Morcar and Edgar the Aetheling** all fled to Scotland, seeking the protection of **King Malcolm III**. He had just married Edgar's sister.
- ⇒ William appointed **Robert of Commines** as Earl of Northumbria, but he died after his house was burnt down by angry Durham residents!
- ⇒ Edwin, Morcar, Edgar and Waltheof **laid siege to York**. They were helped by the Danish Vikings. William struggled to recapture the city and had to **pay the Vikings off**. Later, William invaded Scotland, forcing Malcolm to make peace with the **Treaty of Abernathy** in 1072.

Why did William 'Harry' the North?

- ⇒ In retaliation for rebelling, William **laid waste to vast swathes of land in the North of England**.
- ⇒ **Entire villages were burnt down** and crops destroyed; livestock was *slaughtered* and William even **salted the earth** to make sure crops could not grow again.
- ⇒ Thousands of innocent men, women and children were **massacred**. This shows how William was prepared to be ruthless to assert his authority.
- ⇒ Damage was severe: areas were still recorded as **'waste land' in the Domesday Book of 1086**.

Why did Hereward the Wake rebel?

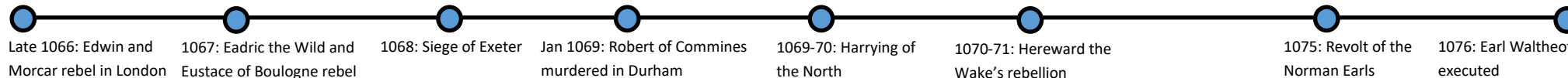
- ⇒ Hereward returned from exile to find Normans had confiscated his father's and murdered his brother.
- ⇒ The Anglo-Saxon thegn led an uprising in the East Anglian Fens, capturing the **Isle of Ely**. Hereward was assisted by **Morcar**.
- ⇒ William attempted to besiege Ely, but Hereward **burnt down his siege tower** and the portable castellum **collapsed** under the weight of the Norman troops. Hereward only **surrendered** once monks betrayed him to King William.

Why did the Norman earls rebel?

- ⇒ **Ralph de Gael** (Earl of East Anglia) and **Roger de Breteuil** (Earl of Hereford) both had grievances with the King: Roger was angry at William hearing legal cases on Roger's land; Ralph had his marriage blocked by the King.
- ⇒ The two joined forces with Anglo-Saxon Earl **Waltheof**, and posed a serious threat; William however was calm and left his regents Lanfranc and Odo to deal with the threat.
- ⇒ Even though Waltheof tried to make peace, he was **beheaded**; Ralph and Roger were both **captured** and had their **lands confiscated**.

GLOSSARY

- ◆ **Welsh Marches:** border lands between Wales and England.
- ◆ **Thegn:** a mid-ranking Anglo-Saxon nobleman.
- ◆ **Regent:** someone chosen to rule a country in the absence of a monarch, like Bishop Odo.
- ◆ **Harrying:** the devastation of the North of England in 1069 and 1070.
- ◆ **Outlaw:** a person who is not under the protection of the law and who is likely to be arrested or killed if captured.
- ◆ **Fenlands:** low-lying marsh lands in East Anglia.
- ◆ **Castellum:** a small, moveable fort or defensible platform.
- ◆ **Anglo-Saxon Chronicle:** a detailed record of the History of the Anglo-Saxons and Norman Conquest, written by monks.





GCSE History Paper 2: Norman England, 1066-1100

Knowledge Organiser (4 of 7): What was life like under Norman rule?

The second enquiry for the Normans topic concerns everyday life under the Normans. In certain regards, life remained the same, especially in Norman villages. The only change a peasant farmer might experience was the replacement of their Bishop and their Lord with a Norman. The Feudal System presented a series of rights and obligations for everyone in England, and the impact of the Conquest was felt whether you lived in towns or villages.



How did the Feudal System work?

- ⇒ **REMEMBER:** the Normans did **NOT** 'invent' the Feudal System: there had been a hierarchy in Anglo-Saxon times, with the KING at the top, followed by the EARLS, THEGNS and the PEASANTS at the bottom.
- ⇒ William changed the Feudal System so he was the **LORD PARAMOUNT**: he had complete control and technically owned all the land.
- ⇒ The system was based on **vassalic bonds**: the king and lords gave land to their vassals in return for their **loyalty**.
- ⇒ William's closest supporters were given **fiefs** and became **TENANTS-IN-CHIEF**. They were barons, earls or bishops. They paid **homage** to the King and promised to provide taxes and knights.
- ⇒ **KNIGHTS** were vassals to the tenants-in-chief. They had to provide 40 days' **knight service** a year, which might be fighting in wars, protecting a castle or guarding a travelling lord. Alternatively, they could pay a special tax called **scutage**.
- ⇒ At the bottom were the **PEASANTS**. Some were freemen who could travel and work freely, but most were unfree **VILLEINS**. They gave **labour service** to their lord in return for protection and the right to farm a small patch of land for themselves. However, they could not travel or marry without permission and had to **pay taxes**, usually as a share of crops.

What was life like in Norman villages?

- ⇒ An Anglo-Saxon who fled an English village in 1066 and returned in 1100 would **not notice much difference**: villages barely changed.
- ⇒ **Life revolved around farming and agriculture**. The Normans might have rebuilt wooden manor houses or village churches, but most peasants' houses were still made from **wattle and daub with thatched roofs**.
- ⇒ Most villagers were farmers, though there were a few who learnt a trade, like the **blacksmith** or **carpenter**.
- ⇒ The farmland surrounding a village was divided into (usually) **three large fields**, themselves divided into strips for each household. Animals could graze and crops grown on common land.
- ⇒ Two fields would be devoted to crops, like wheat or barley, and the third field would be left fallow. Animals would graze and re-fertilise the soil, to enable it to be used again for growing.
- ⇒ Work was long, physical and arduous. It was **seasonal**, so peasants might sow and plough in spring, harvest in summer and butcher livestock in autumn. A poor harvest often meant starvation.
- ⇒ For **food**, the poor relied on bread, eggs, pot- tage, fruit, vegetables and meat on occasions.

What was life like in Norman towns?

- ⇒ There were not many Anglo-Saxon towns, and most of them were **badly damaged** during the upheaval and rebellions early in William's reign.
- ⇒ However, the Normans did start building and redeveloping some new towns, like St. Albans and Nottingham. They were important **centres of trade and administration**. For example, Droitwich was key to the **salt** trade and Gloucester for **metalwork**. They helped the economy grow.
- ⇒ Most of the housing in towns was dark, cramped and unhygienic. Busy narrow streets enabled **diseases** and **fires** to spread quickly.
- ⇒ There was a **hierarchy**, like in the villages. The **BURGESSES** were the wealthy merchant free- men, and could also include doctors and lawyers.
- ⇒ The **MASTER CRAFTSMEN** were often well off and would train **APPRENTICES** for seven years, after which they would become **JOURNEYMEN** able to practise their craft themselves.
- ⇒ Typical town jobs included: bakers, butchers, tailors, apothecaries, barbers, shoemakers, fish- mongers and armourers.
- ⇒ **Guilds** were groups of merchants who controlled particular crafts and jobs: they **monitored** the **quality of goods** and **set pay and conditions**.

GLOSSARY

- ◆ **Patronage**: giving away land, titles or power to obtain support.
- ◆ **Villeins**: unfree peasants who worked the land for a lord.
- ◆ **Vassalage**: being inferior to someone and having obligations to a higher lord.
- ◆ **Tenant-in-chief**: someone given land by the King.
- ◆ **Fief**: land granted by the King.
- ◆ **Enfeoffment**: dividing up Eng- lish land and granting it to ten- ants-in-chief.
- ◆ **Subinfeudation**: where tenants- in-chief reward their own follow- ers with smaller grants of land.
- ◆ **Manor**: the area controlled by a lord or knight.
- ◆ **Demesne**: all the land owned by a particular lord.

1066: Anglo-Saxon *Snottingham* has 1,500 residents

1068: Norman *Nottingham* has a wooden castle

c.1070-80: Saturday market established in Nottingham

1086: William gives land around Wharram village to the Norman Percy family

c.1100: Wharram Percy has a stone mill and a rebuilt stone church

1103: Lenton Priory near Nottingham founded



GCSE History Paper 2: Norman England, 1066-1100

Knowledge Organiser (5 of 7): What was life like under Norman rule?

When William became King, he already inherited a well-organised and efficient legal and court system. To maintain the peace, and provide continuity, few changes were made to the law courts. However, William did introduce some key legal changes that had a large impact on everyday lives, such as those concerning inheritance and the royal forests. He also commissioned the famous Domesday survey in 1085 to further inform him of his new Kingdom.



The King, the Law and the Courts ⇒ The King was the fount of justice, and the only one who could make new laws for England. He used writs extensively to ensure new orders and changes were announced quickly. He appointed Sheriffs as chief legal officials. ⇒ The King's Court tried the <u>most serious cases</u> like murder and treason; the Shire Courts dealt with <u>tax, land disputes and theft</u>. These courts might use juries to decide outcomes. ⇒ The Hundred and Honourial Courts dealt with <u>minor disputes</u>; Manor Courts dealt with <u>everyday problems</u> arising in the villages.	How was the law enforced? ⇒ Constables arrested people, broke up fights and prevented fires. They could put you in the stocks! ⇒ Castellans looked after royal castles and forests; Watchmen <u>patrolled the streets at night</u> enforcing curfews, prevented crimes and caught criminals. ⇒ Tithings were groups of freemen who <u>promised to prevent each other committing crimes</u>. If someone did, they would reveal the culprit or risk everyone getting fined. The Hue and Cry was when <u>everyone raised the alarm</u> after witnessing an offence. ⇒ Murdrum fines were <u>levied on everyone</u> in the hundred if a Norman was killed.	What were the Forest Laws? ⇒ Forests and woodlands were sources of extra income for Anglo-Saxon peasants: they <u>could fish</u> in rivers or <u>hunt game</u> for food; the trees also provided <u>firewood</u> and construction materials. ⇒ William I loved hunting and created <u>special game reserves</u>. They were governed under the harsh Forest Laws. 500 families were driven off their land in order to <u>create the New Forest</u> in Hampshire. ⇒ It <u>prevented hunting</u> in any royal 'forest' and people lost a source of food and crops. They faced <u>very harsh punishments</u> for trespassing.
How did trials by ordeal work? ⇒ In Anglo-Saxon times, many cases were decided by the outcome of ordeals: painful tasks that demonstrated <u>God's judgement</u>. ⇒ HOT IRON: you walked three paces with a red-hot iron. If your <u>wound started healing</u> after three days, you were innocent. ⇒ WATER: you were thrown into a body of 'holy' water blessed by a priest. If <u>you sank</u>, God was accepting you and you were innocent. ⇒ COMBAT: introduced by the Normans, but only for noblemen. <u>You were innocent if you won the fight</u>.	Why were inheritance laws important? ⇒ The Anglo-Saxons divided property and land between all sons. The Normans brought in male primogeniture, so only <u>the eldest son inherited land and property</u>. This helped people maintain larger estates and keep their power. ⇒ It <u>limited landholding</u> to fewer people and stopped estates from fragmenting. ⇒ It was also a source of royal income! A <u>tax</u> (called a feudal incident) had to be paid <u>in order to inherit the land</u>, or it was <u>confiscated</u>. If the heir was underage, the <u>lord took over the land</u> (and its profits!) temporarily.	What was the Domesday Book? ⇒ William commissioned the Domesday survey in 1085. It recorded the land held by each tenant-in-chief, their vassals, how much it was worth and <u>how this compared to before 1066</u>. ⇒ Commissioners travelled the land <u>examining lists drawn up by landholders</u>; special juries were called in the Shire Courts, where both Anglo-Saxons and Normans <u>gave information</u>. ⇒ It gave information on how much tax revenue he was due; what military resources were available in the event of a Danish invasion and could help resolve land-ownership disputes.

GLOSSARY

- ◆ **Hundred**: a division of a shire, made up of 100 hides (120 acres)..
- ◆ **Bailiff**: someone who collected taxes for a local lord.
- ◆ **Sheriff**: (Shire Reeve) - the King's chief legal official in an area.
- ◆ **Jury**: members of the public who hear legal cases and decide upon guilt or innocence.
- ◆ **Primogeniture**: the system whereby the eldest son inherits his father's land and titles.
- ◆ **Ecclesiastical**: relating to the Church.
- ◆ **Chancery**: a group of royal clerks who wrote up official documents.
- ◆ **Writ**: a short document containing orders and notifications to be sent around the country.

1077: earliest record of a trial by combat taking place in England

c.1079: New Forest proclaimed as a Royal Forest under new Forest Laws

Dec 1085: William commissions the Domesday Survey

1086: Domesday Book completed

1088: William II promises to review and reform the Forest Laws, but fails to do so



GCSE History Paper 2: Norman England, 1066-1100

Knowledge Organiser (6 of 7): How and why did the Normans reform the English Church?

One of the most enduring impacts of the Norman Conquest can be seen in England's churches. The Normans constructed many stone churches and cathedrals to dominate the landscape. The church was especially important to devout Christian William of Normandy, and this final enquiry of the Normans unit considers the state of the English Church when he came to the throne and why he decided to implement sweeping reforms.



The Anglo-Saxon Church

- ⇒ The Church played an important role in society. England was divided into **16 dioceses**, each under the control of a **bishop**. They were **sub-divided into parishes**.
- ⇒ Parish churches in villages were run by **priests** who helped look after their parishioners.
- ⇒ The church and the nobility were close: **gifts and money** were donated, and second-born sons often trained as clergymen. Nobles tried to influence church appointments. In return, **senior bishops served on the Witan** and clergymen would pray for their rich patrons.

How corrupt was the Church?

- ⇒ **Corruption** was rife in the Church, with clergymen violating numerous religious laws.
- ⇒ **PLURALISM**: Archbishop Stigand of Canterbury also held the post of Bishop of Winchester. Holding more than one office was forbidden.
- ⇒ **NEPOTISM**: many clergy gave positions to their friends.
- ⇒ **SIMONY**: posts were often sold to the highest bidder.
- ⇒ **CLERICAL MARRIAGE**: priests were supposed to remain celibate and unmarried. Many clergymen had wives or mistresses!

How did Lanfranc reform the Church?

- ⇒ Archbishop **Lanfranc** was a close ally of William. He **centralised** the Church and secured his own power and influence. He had been a reforming **Abbot**, and brought this approach to England.
- ⇒ **REORGANISATION**: the old English dioceses were reorganised with local church seats **moved to larger towns** (like Lincoln).
- ⇒ **HIERARCHY**: After the **ARCHBISHOPS** and **BISHOPS** (in charge of a diocese) came the **ARCHDEACONS** (who assisted bishops with administration and enforced discipline). The **DEANS** supervised groups of parishes and below them were the ordinary parish **PRIESTS**.
- ⇒ **NORMANISATION**: William replaced Anglo-Saxon bishops with Normans, but **kept most of the old Anglo-Saxon priests in place**, since they were powerful and influential figures in society.
- ⇒ **ECCLESIASTICAL COURTS**: clergymen who broke the law were no longer tried in Hundred Courts but in **special Church Courts**. This gave the Church more sway over discipline and enforcing the rules, but it also led to **conflict with the Crown**, which wanted to retain the power to overturn decisions.
- ⇒ **COUNCILS**: Lanfranc used Councils (also known as *Synods*) to **impose discipline on the Church**. Clergymen debated issues of religious law and decided how to tackle the problems the Church faced.

What was William I's relationship with the Church?

- ⇒ William was a **deeply religious King**, and within fifty years of the Battle of Hastings, almost all major churches in England had been re-built.
- ⇒ Churches and Cathedrals were **built in the Romanesque style**, with tall arches and wide columns. William believed supporting the Church **was serving God**, and they also served as visible and permanent symbols of Norman control!
- ⇒ William also **granted land** to the Church, and bishops served as tenants-in-chief. A **quarter** of all England's land was controlled by the Church.
- ⇒ Although he was loyal to the Church, William also **tried to control it**, as he did in Normandy. William appointed loyal allies, like Lanfranc, into senior positions.
- ⇒ He also **reserved the right to overrule decisions** taken by Councils, Ecclesiastical Courts and controlled communications with the Pope.
- ⇒ William's first Pope, Alexander II, was supportive. He **issued the Papal Banner** in 1066, but Pope **Gregory VII** wanted to assert himself. He demanded a tax to be paid, called **Peter's Pence**, and wanted both William and Lanfranc to **swear loyalty** and recognise the superiority of Rome. William agreed to the tax, but refused the latter.

GLOSSARY

- ♦ **Pilgrim**: someone who travels to a holy site to worship God.
- ♦ **Abbey**: a monastery under the supervision of an abbot or abbess.
- ♦ **Monastery**: a religious house occupied by monks.
- ♦ **Romanesque**: architectural style of many Norman church buildings, inspired by the Romans.
- ♦ **Diocese**: an area of land served by a church or Cathedral.
- ♦ **Penance**: a punishment for sin.
- ♦ **Primate**: the most senior official in the English Church.
- ♦ **Simony**: the practice of selling positions in the Church.
- ♦ **Pluralism**: holding more than one church office.
- ♦ **Nepotism**: giving jobs to friends.

1066: Archbishop Stigand submits to William

1070: Lanfranc replaces Stigand as Archbishop of Canterbury

1073: Gregory VII becomes Pope

1075: first Prince-Bishop of Durham appointed

1076: Council of Winchester sets up Ecclesiastical Courts

1087: death of William I

1089: death of Lanfranc

1093: Anselm appointed Archbishop of Canterbury



GCSE History Paper 2: Norman England, 1066-1100

Knowledge Organiser (7 of 7): How and why did the Normans reform the English Church?

The other significant aspect of church reform in England concerned the monasteries. Monasticism had been in decline under the Anglo-Saxons and the Normans, with their Cluniac monasteries, helped to revive a culture of monasticism in England. Monasteries were important centres of spirituality, education and scholarship, and Lanfranc reformed monasteries alongside the churches. Church relations, however, were strained under William II.



Monasticism in Norman times

- ⇒ Monasteries are religious houses where monks and nuns withdrew from society to **devote their lives to God**. They attended eight church services a day.
- ⇒ The first English monasteries were set up in the 5th century; the Normans **revived monastic life in England**. Monasteries increased from 60 to 250.
- ⇒ The main monastic order was the **Benedictine Order** and monks and nuns made four VOWS: poverty, chastity, stability and obedience.
- ⇒ Lanfranc saw that there was **corruption in English monasteries**, and he set out to reform them. He helped set up the first **Cluniac monasteries**.
- ⇒ The Cluniacs obeyed the rule of St. Benedict more strictly, and they were more **centralised**. They answered to the Abbot of Cluny. The first English Cluniac house was set up in 1077.
- ⇒ **HIERARCHY**: below the **POPE** was the **ABBOT**, the senior monk and head of the monastery; the **PRIOR** looked after affairs in the Abbot's absence. The **OBEDIENTIARIES** ran various functions of the monastery (like the infirmary or services) and then there were the **MONKS** and **NOVICES**.
- ⇒ Lanfranc also **reformed the liturgy** so that services were similar to those in Europe; he made the rules **governing the creation of saints** stricter, and he **enforced monastic rules** more thoroughly.

Why were monasteries important?

- ⇒ Most monasteries were **self-sufficient** and grew their own food. They owned land and some became rich via farming or selling wool.
- ⇒ The **almoner** was a senior obedientary who looked after an almonry: they served the poorest in society and gave food to the hungry.
- ⇒ Some monasteries were important sites of **pilgrimage**. Monks provided accommodation.
- ⇒ They were centres of **scholarship and learning**. Monks copied out books and Bibles and wrote **chronicles**: historical records of the time.

Education

- ⇒ Until 1382, **all schools** were linked to churches or monasteries. Only the rich could afford to send their sons to school, but some monks taught poorer boys. A few girls were taught by nuns.
- ⇒ The main focus of education was to prepare boys to become monks or clergymen. They were mainly taught Latin grammar and rhetoric.
- ⇒ This was important since Latin **replaced Old English** (the vernacular) as the main language for written manuscripts and legal documents.
- ⇒ Teaching began at **Oxford University** in 1096.

William II, the Church and his reign

- ⇒ William I died in 1087. He had **three sons**, and he divided his inheritance: **Robert Curthose** became Duke of Normandy, **William Rufus** became King of England and **Henry** received £5,000.
- ⇒ William II had a **strained relationship** with the Church: he saw it as a source of revenue. **Simony** returned to the English Church.
- ⇒ William fell out with the Prince-Bishop of Durham **William of St. Calais**, charging him with treason and demanding he be tried in a secular court. NOT an Ecclesiastical Court.
- ⇒ He angered **Anselm**, Lanfranc's successor as Archbishop of Canterbury. He accused William of taxing and confiscating church lands and for leading an immoral life. He wanted William to **submit to Pope Urban II**.
- ⇒ He tried to block Anselm from receiving his papal blessing; the **Council of Rockingham** tried to force Anselm to obey the king; he ignored it. The **king blocked Anselm from making any church reforms** and so the latter fled to Rome!
- ⇒ Relations with the Pope **grew worse**. William was threatened with **excommunication** over his treatment of Anselm.
- ⇒ There was tension with his brother. **Bishop Odo**, William's uncle, wanted Robert to become King over William! He **led a rebellion but was defeated and exiled**. Still, William died in a '**hunting accident**' in 1100: some suspected he was murdered by a Robert sympathiser!

GLOSSARY

- ♦ **Monasticism**: a religious way of life where someone renounces ordinary life to devote themselves to religious work.
- ♦ **Novice**: a trainee monk.
- ♦ **Lay Brother**: someone who works in a monastery without being part of the religious order.
- ♦ **Scriptorium**: a room in a monastery where books and manuscripts were written or copied.
- ♦ **Constitutions**: a set of rules introduced by Lanfranc to reform monastic life.
- ♦ **Cluniacs**: an influential order of monks that came to England under the Normans.
- ♦ **Rhetoric**: one of the 7 'Liberal Arts' taught at schools: the art of persuasive speaking or writing.
- ♦ **Vernacular**: everyday language spoken by ordinary people.

1077: Lanfranc's *Constitutions* and first Cluniac monastery founded

1087: death of William I

1088: Bishop Odo's rebellion

1089: death of Lanfranc

1093: Anselm appointed Archbishop of Canterbury

1095: Council of Rockingham

1096: foundation of Oxford University

1100: death of William II