

# Enquiry: What was it like to be part of the Elizabethan world? 1558-1588

**Outline:** Elizabethan England was a period of immense change in education, culture and wealth. Theatres were a popular pastime in London, whilst the gentry found many ways to express their growing status. However poverty was a huge problem. England was also part of European exploration of the world and they began to settle colonies in the Americas.



## History – GCSE Knowledge Organiser Topic 9



### Key individuals.



**William Shakespeare.** England's most famous playwright who was also an actor. His plays were often performed at court and the Globe Theatre.



**Bess of Hardwick.** Married four times and Became the second richest woman in England. Built Hardwick Hall.



**Francis Drake.** English sailor who circumnavigated the world, attacked Spanish treasure ships and helped to defeat the Armada.

### Key vocabulary:

**Almshouses:** places that provided food, clothing and shelter for the "impotent poor"

**Astrolabe:** used by sailors to navigate at sea, along with a quadrant.

**Barter:** exchanging goods for other goods with no money used.

**Circumnavigation:** sailing around the circumference of the world

**Colony:** an area under control of another country, often as part of an empire.

**Economic recession:** fall in demand leads to falling prices and unemployment increases.

**Empire:** a group of colonies ruled by a single, more powerful country.

**Enclosure:** replacing open fields with individual feeds belonging to one person, often for sheep farming.

**Gentry:** landowners who grew in wealth in Elizabeth's reign. They didn't have titles so were below nobles in status.

**Hierarchy:** a system where people are organised into different layers of importance

**Houses of Correction:** places where the "idle poor" or beggars were imprisoned

**Impotent poor:** people unable to work and provide for themselves or their family.

**Inflation:** rising prices (often wages don't keep up)

**Merchants:** people who traded goods.

**Plague:** infectious disease. Bubonic plague was spread by fleas on rats and pneumonic plague was spread by coughing.

**Poor laws:** laws that established how poor people were to be treated in Tudor times

**Poverty:** not having enough money for adequate food and shelter.

**Privateer:** a pirate employed by the monarch to steal

**Subsistence farming:** growing enough to feed a family but not sell.

**Vagabond (or vagrant):** a homeless, unemployed person who travelled looking for work.

**Yeoman:** farmers who owned their own land.

Date	Event	Impact
1567	First theatre at Whitechapel: The Red Lion	More were built.
1574	London banned plays in the city	Most theatres went to Southwark
1576	Vagabonds Act	Set a national poor rate for the first time.
1577-80	Drake circumnavigated the world	Increased prestige
1584	Harriot's improved method using the sun for navigation	Safer navigation
1585	First Roanoke colony attempt	Failure led to Raleigh trying again
1587-90	Second Roanoke colony attempt	Failure led to new locations

# Enquiry: What was it like to be part of the Elizabethan world? 1558-1588



## Key facts on education and leisure

Humanists believed that learning was important in its own right.

Nobility educated their children in languages, history, philosophy and theology. Girls also learned music, dancing and horse riding. Boys did riding and wrestling.

New schools for middle class boys: grammar schools. 42 in 1560s and 30 more in 1570s. Ten hours a day including Saturday morning for 8-14 years old.

Petty schools in a teacher's home up to age of 8. Most girls didn't attend school, but there were Dame schools for household skills.

Literacy rates went up from 20% to 30% of men but women stayed at 10%  
Two universities: Oxford or Cambridge. Went at 15. Subjects included law, medicine, rhetoric, philosophy. Elizabeth founded colleges like Jesus in 1571

Leisure for rich: hunting, hawking, fishing, fencing, real tennis. Everyone could gamble or wrestle or music and dancing. Football mainly for the poor.  
Spectator sports: baiting, cock fighting.

Mystery plays by travelling players. New secular plays encouraged by nobles: Leicester's Men and The Queen's Men in 1583

First theatre was built in 1567 in Whitechapel (Red Lion). In 1574 London banned plays in the city.

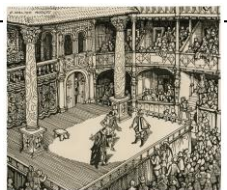
1576 (The Theatre) by **James Burbage**. He was supported by **Leicester**  
Theatres were built outside city walls in Southwark like the Rose in 1587.

Key playwrights were **Christopher Marlowe** and **William Shakespeare**.

Key plays were Romeo and Juliet, Henry V and Twelfth Night

Key players were the Lord Chamberlain's Men and the Admiral's Men.

The Rose held 2,000 and cost 1p to stand in the pit or 2-3p to sit. Coloured flags flew: white for comedy, red for history and black for tragedy.



## History – GCSE Knowledge Organiser Topic 9

### Key facts on Elizabethan poverty

Some towns had 30% in poverty.  
Some families spent 80% of income on food.

Population grew by 35%. London went up to 150,000

Prices rose faster than wages.

Increased sheep farming and enclosure led to rural depopulation and less arable farming. 2-3% land was enclosed.

Number of urban poor grew.  
Cloth trade fell in 1563-4, 1568-73 and 1586-88

Key laws to deal with poverty were in 1563 Statute of Artificers (dealt with non collection of poor rates), 1572 Vagabond Act (whipping and prison for vagrants and national poor rate) and 1576 Act for Relief of the Poor (created Houses of Correction)

**Thomas Harman** wrote a book to warn people about vagabonds.  
Ipswich and Norwich created laws to help those in poverty.  
London set up hospitals.

### Key facts on exploration

**John Hawkins** was a privateer who became a slave trader in 1562. Laid foundations for Triangular Trade.

1569 Mercator map used longitude and latitude more accurately.

Galleons developed with sterns (aftcastle) which made the ship stable.

New types of sails = triangular lateen sail.

Drake brought back £500 million in today's money from exploring and raids.

1578 **Sir Humfrey Gilbert** was bankrupted in a voyage to N. America but tried again in 1583 and died on his return voyage

Drake claimed Nova Albion for England in 1579.

In 1579 the Eastland Company was set up to trade with Scandinavia with timber, tar and rope.

The Levant Company set up in 1581 to trade in the Mediterranean.

Muscovy Company traded furs and timber with Russia

Exploration was possible due to better maps, magnetic compass, astrolabe and improved guns, rudders and sails.

1584, **Thomas Harriot** worked out a simple way to use the sun for navigation.

### Raleigh and Virginia

1584 **Walter Raleigh** given a grant to settle lands in N. America. He sent a fact-finding expedition first. They brought back two Native peoples:

**Manteo and Wanchese**.

Raleigh raised money to set up a colony with 107 out of the 300 he wanted. Five ships went to Virginia in 1585 at Roanoke. Commander was **Richard Grenville**, with **Ralph Lane** as Governor and Harriot as translator and cartographer. It failed as the colonists argued and then the local **Chief Wingina** turned against them.

Raleigh tried again in 1587 and made Manteo Lord of Roanoke but he made mistakes and upset local people. The colony disappeared in 1590



### Furthering learning

Want to find out more about Elizabethan England?



### Prior learning?

Popular culture  
Socio-economic  
Empire  
Colonisation

**Enquiry:** What was it like to be part of the Elizabethan world? 1558-1588

History – GCSE  
Knowledge Organiser  
Topic 9

**Types of cause**

**Preconditions:** causes that are around for a very long time

**Underlying:** long term causes that build over time

**Trigger:** short term cause that directly leads to the event

**Catalyst:** a cause that speeds up the event

**Turning point:** a cause that changes everything



**Exam skill focus: 16 mark: Factor question – How far is \_\_\_\_\_ the most important for \_\_\_\_\_ = 20 minutes**

- Why do events happen?
- What are short and long term causes?

**What to focus on**

Write one paragraph on the reason given in the question.

Then write another paragraph on another reason.

If aiming for 7+ = write a final paragraph on a different factors.

Have a conclusion deciding on the most important reason.

Think about short and long term causes or types of cause like political, religion, economic or military.

**Starting sentences**

One important reason was...

This cause led to...

The most significant cause was...

**Point = A key cause was...**  
**Evidence = This cause led to...**  
**Explain = This is important because...**

**Developing**

I can make a judgement on why an event happened, using causes in a PEEL paragraph.

I can identify long and short term causes and use these in my answers.

**Secure**

I can make a judgement on the significance of causes in a PEEL paragraph.

I can make links between different causes in my response.

**Exceeding**

I can make a complex judgement on the significance of causes in a PEEL paragraph.

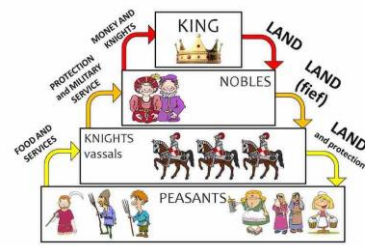
I can use detailed own knowledge to support my answer

I can sustain my judgement throughout my answer.

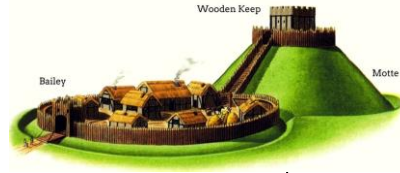


# Enquiry: What was it like to be a Medieval migrant to England? 800-1500

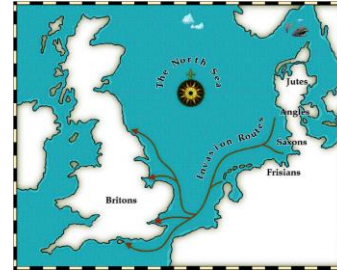
**Outline:** In medieval times, people were drawn to England for many reasons. Hundreds of raiders became invaders and then became settlers. As England became richer, moving for a better life became more attractive and many different groups made England their home, including the Vikings, the Normans and Jewish people. All of these groups brought a wide range of benefits with them when they became part of England.



Feudal Pyramid of Power



## History – GCSE Knowledge Organiser Topic 10



### Key vocabulary:

- Anglo-Saxon:** people who migrated from Europe and lived in England from the 5<sup>th</sup> century.
- Antisemitism:** Prejudice against Jewish people
- Black Death:** a pandemic which reached England in 1348 and killed between 30% and 60%.
- Crusade:** European invasions to attempt to take the Holy Land from the Muslim population.
- Danegeld:** money paid by the Saxons to the Danes to make them stay away
- Danelaw:** area of England ruled by the Vikings.
- Diaspora:** scattering of a population that once lived in one place.
- Dowry:** The money or land that a woman's family gives to her husband's family when she marries.
- Fortified:** surrounded by defences against possible attack.
- Geld:** land tax in Saxon England
- Guild:** a group of merchants or tradesmen in the same trade who make rules on making, buying and selling.
- Hierarchy:** a system where members are ranked according to status or authority.
- Jarldom:** land ruled by a jarl (king or earl)
- Jewries:** separate areas of towns where Jewish people lived.
- Kosher:** food prepared according to Jewish laws.
- Lombardy:** northern Italy: Genoa, Milan and Florence
- Low Countries:** modern Belgium, Luxemburg and the Netherlands.
- Mint:** place than makes legal coins.
- Pawnbroker:** a person whop lends money in exchange for goods.
- Ransom:** a sum of money demanded for the release of a captive.
- Saga:** a story that mixes mythology and history, normally told.
- Shire:** division of land in Saxon England (then divided into hundreds)
- Synagogue:** a building where Jewish people met for worship and teaching.
- Things:** local meetings held by important families to make laws and settle arguments.
- Usury:** charging interest on a loan; in medieval times the Pope taught this was a sin.
- Viking:** People from Scandinavia who raided and then settled England in the 9<sup>th</sup> century.
- Witan:** Anglo-Saxon assembly of wise men who advised the king
- Wessex:** an Anglo-Saxon kingdom in southern England in 519.

### Key individuals.



**Alfred the Great.** King of Wessex who defeated the Vikings at the Battle of Edington. This stopped the complete Viking conquest of England.



**Cnut.** Became King of England in 1016 after beating the Saxons. From Denmark, Cnut brought peace and stability to England because he worked with the Saxons.



**Eric Bloodaxe.** A Viking king of Northumbria who ruled York until his defeat by the Saxons. He was known for being a ruthless warrior.

Date	Event	Factors
865	Vikings began to invade and settle England.	Economics Religion
1016	Cnut became King of England	Government
1066	Battle of Hastings – William of Normandy became King of England	Government Economics Attitudes
1070	William I invited Jewish people to live in England	Religion Economics Attitudes
1085	The Domesday Book was created	Government Economics
1290	Edward I ordered all Jewish people to convert or leave England.	Religion Attitudes
1348	The Black Death first arrived.	Economics Attitudes

# Enquiry: What was it like to be a Medieval migrant to England? 800-1500

## History – GCSE Knowledge Organiser Topic 10

### Key facts on the reasons to migrate to England

England was rich so the Vikings wanted to take over.

By 878, the Vikings held all of England except for Wessex. **King Alfred the Great** defeated their king at the Battle of Edington.

**William of Normandy** claimed he should be king of England and then invaded to defeat **Harold II** to become King in 1066. William's Norman friends then took over.

Jewish migrants were invited to stay by **William I** so they settled in the major towns.

The Hundred Years war led to many migrants from the Low Countries wanting to settle away from war. The Black Death led to a shortage of workers so many came over from Europe.

**Henry III** invited weavers to arrive from the Low Countries to make cloth. Rich banking families settled from Lombardy to make money.



### Key facts on the experiences of migrants

Five Danish armies settled in England.

The Danes and Saxons cooperated mostly and there was integration.

Danes continued to worship their own gods like Odin and Thor alongside Christianity.

The Wessex Saxons fought back to retake the Danelaw. This resulted in Cnut becoming king of all of England.

The Normans established power ruthlessly introducing the feudal system and the Domesday Book.

Jewish people faced increasing antisemitism after the Crusades and many were attacked and murdered.

30 Jewish people were murdered in a riot in London in 1189.

In 1218, Jewish people were forced to wear a badge and in the 1230s they were expelled from several towns like Newcastle.

In 1265 500 Jewish people were killed in London after "blood libel" stories were spread. Jewish people were expelled from England by **Edward I** in 1290

Tradesmen from Europe settled easily and worked in areas like brickmaking, brewing and weaving.

Banking families arrived after being given royal protection by **Henry III**: Bardi family from Florence and Ricciardi family from Lucca.

German merchants from the Hanseatic league set up the Steelyard in London which was their trading area by the Thames.

London often saw riots against migrants and several happened during the Peasants' Revolt when the Steelyard was attacked. During wars, migrants were often expelled for fear of spies: **Edward III** did this in 1325.



### Key facts on the impact of migrants on England

Vikings changed the English language: sister, cake, smile. Many days of the week are named for Norse gods: Thursday = Thor. Wednesday = Odin  
Viking women had nearly equal rights with men.

The Normans built castles and cathedrals. They kept the Saxon government but controlled it themselves and changed how land was inherited as well as many other laws that made men more important than women. Also laws about who could hunt in forests.

The Normans changed the language: pork and beef and new names like Robert, Richard, William.

Jewish people helped business and trade to expand by lending money. They also helped to set up Oxford University and helped kings to avoid raising taxes or to afford to build castles like **William I**.

Migrants from Europe transformed England from a primary economy (based on raw materials) to a secondary economy (changing raw materials into manufactured goods) which made more money.

Lombardy bankers lent money to **Edward I** to take over Wales and to **Edward III** which funded the Hundred Years War

### Case study: Jorvik

York was a wealthy Anglo-Saxon town near two rivers.

The Vikings raided York at first but then settled there due to its trading links (rivers and Roman roads) and fertile land.

York's population was 1,000 at first but grew to 15,000 under Viking control.

York became multicultural with migrants from Europe joining the Saxons and Vikings.

Many skilled craftsmen worked at York and it had trading links to the Black Sea, Caspian Sea, Newfoundland and Greenland.

Luxury goods came into York = very wealthy.

York mint made its own coins.

The Church remained in York and many Vikings converted.

The Saxon King **Athelstan** conquered the local area but worked with the Vikings in York.

The last Viking leaders were driven out but the population had integrated.



### Furthering learning

Want to find out more about Medieval Migration?

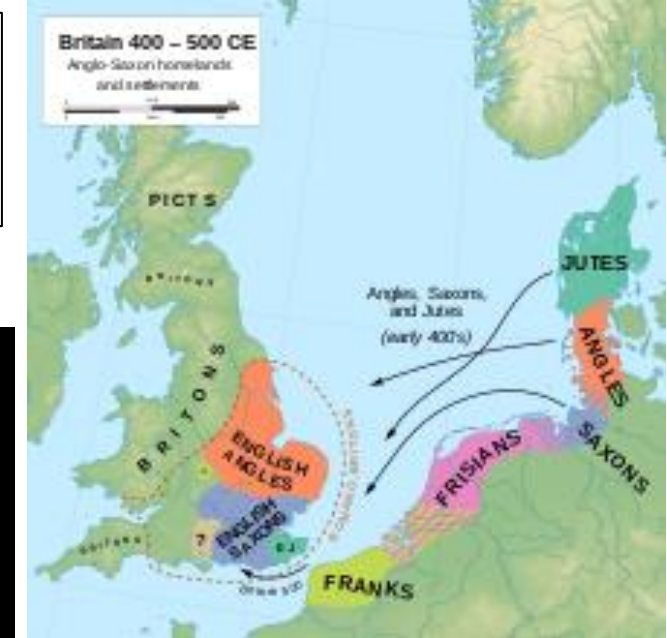


### Prior learning?

Migration  
Socio-economic  
Antisemitism

**Enquiry:** What was it like to be a Medieval migrant to England?  
800-1500?

History – GCSE  
Knowledge Organiser  
Topic 10



**Exam skill focus: 4 mark Explain a similarity or a difference = 5 minutes**

- How is the past similar?
- How does the past differ?



**What to focus on:**

**Starting sentences...**

A similarity OR a difference – depending on what the question says.

Lots of detail to support HOW it is similar/different

An important similarity/difference between \_\_\_\_\_ and \_\_\_\_\_ is

This is shown by.....

### Developing

I can explain key similarities or key differences between people's lives during two periods of time using PEEL paragraphs

### Secure

I can explain key similarities or key differences between people's lives during two or more periods of time using PEEL paragraphs and detailed evidence on one area at least.

### Exceeding

I can explain key similarities and key differences between people's lives during two or more periods of time using PEEL paragraphs and a detailed range of evidence for both areas.

**Point** = A key similarity/difference was...

**Evidence** = This is shown by...

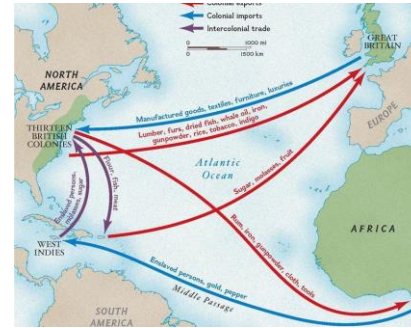
**Explain** = This is similar/different because...

# Enquiry: What was it like to be an early Modern migrant to England? 1500-1700

**Outline:** Between 1500 and 1700 there were wide-ranging religious, political and social changes in England which led to different groups wishing to migrate there. Migrants were accepted and welcomed when they were contributing to the economy but if people believed they were not, migrants were often treated harshly.



## History – GCSE Knowledge Organiser Topic 11



### Key individuals.



**John Blanke.** A trumpeter who worked for Henry VIII. He played at Henry VII's funeral and Henry VII's coronation. When John married, Henry sent him a new outfit as a present.



**James Leman.** Fled to Canterbury from France and then settled in Spitalfields. Trained as a weaver and a designer who ran his father's business and became a Renter Bailiff in 1731.



**Hans Holbein.** A German artist who worked for Henry VIII and made his famous portraits. He was the first to use natural poses. Holbein settled in 1532 but died of the plague in 1543.

### Key vocabulary:

**Ashkenazi Jews:** Jewish people mainly from Russia, Poland and Germany.

**Ayah:** an Indian word for a nanny who looks after children.

**Brocade:** a richly decorated heavy silk fabric, sometimes with gold or silver thread woven in.

**Charter:** written permission from the monarch giving rights and privileges to certain groups/individuals.

**Denizen:** certain rights allowed to migrants in their new country.

**Fen Tigers:** hated the new drains as they took their jobs so smashed them.

**Hispaniola:** the first Caribbean island to be settled – by the Spanish at the end of the 15<sup>th</sup> century.

**Huguenots:** Protestants from France.

**Lascar:** Indian sailors working on ships owned by the East India Company.

**Monopoly:** exclusive control of trade.

**Palatine:** area of Germany which was mainly Protestant.

**Protestant:** Christians who disagreed with the Catholic Church's interpretation of Christianity.

**Rabbi:** a Jewish religious leader and teacher.

**Reformation:** When some Christians broke away from the catholic Church and formed their own protestant churches.

**Royal Exchange:** the centre of commerce in London.

**Royal prerogative:** the right of the monarch to make decisions without using Parliament.

**Sephardic Jews:** Jewish people from communities mainly in Spain or Portugal

**Sluices:** channels for water which are controlled by gates to stop flooding.

**Taffeta:** a fine, shiny silk fabric.

**Triangular trade:** trade in enslaved people from Africa to the Americas with items grown then sent back to England.

**Woad:** a plant used to make blue dye.

**Worsted:** a finely woven woollen fabric.



Date	Event	Factors
1517	The European Reformation began	Economics Religion
1534	Henry VIII made himself head of his Protestant Church	Government Economics
1600	The East India Company was set up.	Government Economics
1655	Oliver Cromwell invited Jewish people to live in England	Religion Economics Attitudes
1660	Company of Royal Adventurers Trading to Africa set up	Government Economics
1681	Charles II gave Huguenots denizen status	Religion Attitudes
1709	Foreign Protestants Naturalisation Act	Economics Attitudes Religion

# Enquiry: What was it like to be an Early Modern migrant to England? 1500-1700

## Key facts on the reasons to migrate to England

England's status as the leading Protestant nation led to migrants arriving who were fleeing persecution.

New worldwide trading links in India and Africa led to migrants from those areas.

French **Huguenots** were persecuted and many arrived after 1670, settling in Spitalfields 12,000 Palatines arrived in 1709.

**Rabbi Menasseh ben Israel** visited **Cromwell** to ask for Jewish people to be allowed in England again. The first groups settled at Aldgate.

Black Africans lived and worked in England since Roman times. Many later worked in the Tudor royal court

Trading links allowed people from India to settle in England, working for families or married to East India traders.

**Prior learning?** Antisemitism  
Reformation  
Migration  
Slave trade  
Socio-economic

## Key facts on the experiences of migrants

Huguenots were mostly craftspeople like silk weavers so mostly prospered.

**Palatines** were mainly farm labourers and found settling difficult; 3,000 were deported to Ireland. Many went onto New York.

Migrant camps set up on Blackheath for Palatines.

Many Jewish people settled quickly and mostly worked in trade. Some struggled to find work and many suffered from antisemitism.

Those from Gypsy communities in Europe were treated badly and the law was used to persecute them.

Some African migrants left their jobs and their employers treated them as though they were enslaved, even though slavery was not legal in England. It also became fashionable to have a Black servant, especially a child as a mark of status.

Indian children were also status symbols as servants.

Many **Lascars** worked in ports like Liverpool and Cardiff.

Some Indian servants were abandoned by their employers once they were no longer required.



## History – GCSE Knowledge Organiser Topic 11



## Key facts on the impact of migrants on England

Huguenots boosted the cloth trade and fashion industry for silk.

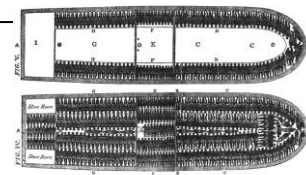
Huguenots invested in the Bank of England (10% of capital), helped set London as a major financial centre and brought religious tolerance. Jewish people were still banned from many work areas.

Some successful Jewish businessmen supported monarchs and nobles. **Lopes Suasso** funded **William III's** takeover of England. **Moses Hart** helped to build the Great Synagogue in Aldgate. **Solomon de Medina** financed military campaigns and was the first Jewish person to be knighted. Dutch migrants helped to stop flooding in the fenlands like **Cornelius Vermuyden**.

Drainage led to more fertile land for better farming and new crops like hemp and colseed. New words connected to buying (vending) and types of material like brocade.

Academics like **Polydore Vergil** led to changes in history – he influenced **Shakespeare's** version of England's past.

**Hans Holbein** revolutionised art by painting the Tudors and **Anthony van Dyck** and **Peter Lely** did this for the Stuart-



## Case study: Sandwich & Canterbury

Sandwich in Kent suffered an economic downturn. The solution was migrants: Flemish weavers were invited in to help industry. In 1561 25 households arrived and improved the cloth trade.

They were so successful they were limited to just the cloth trade. Some left for London.

Canterbury in Kent invited a group of weavers called the Walloons to move from Sandwich in 1575. 750 arrived and set up 800 looms.

The Walloons were allowed new trades and worked also in dyeing and diamond cutting which were new to the area = less jealousy.

New arrivals had to prove they were fleeing persecution.

## Case study: Soho & Spitalfields

Many Huguenots fled persecution and arrived in London bringing new skills.

Many settled at first in Soho but most moved to cheaper Spitalfields = more freedom.

Most could set up work but some were destitute so over £64,000 was raised to help Spitalfields was nicknamed weaver town. They worked very hard and there was a twenty-fold increase in silk production.

Permission was given to build Huguenot churches. Londoners were anti-Catholic so welcomed Huguenots.

Some disturbances from those who blamed Huguenots from taking their jobs but were then happy to be taught new techniques like shot silk.

## Furthering learning

Want to find out more about Early Modern Migration?





**Enquiry:** What was it like to be an early Modern migrant to England? 1500-1700

History – GCSE  
Knowledge Organiser  
Topic 11

**Types of cause**  
**Preconditions:** causes that are around for a very long time  
**Underlying:** long term causes that build over time  
**Trigger:** short term cause that directly leads to the event  
**Catalyst:** a cause that speeds up the event  
**Turning point:** a cause that changes everything



**Exam skill focus: 12 mark Explain why...**  
**= 15 minutes**

- Why do events happen?
- What are short and long term causes?

What to focus on	Starting sentences
At least two paragraphs on different reasons	One cause of...
Use the suggested bullet points to help you BUT if you are aiming for 7+ you need to mention OTHER information.	The most significant cause was...
Think about short and long term causes or types of cause like political, religion, economic or military.	This cause led to...

**Point** = A key cause was...  
**Evidence** = This cause led to...  
**Explain** = This is important because...

Developing	Secure	Exceeding
I can make a judgement on why an event happened, using causes in a PEEL paragraph.	I can make a judgement on the significance of causes in a PEEL paragraph.	I can make a complex judgement on the significance of causes in a PEEL paragraph.
I can identify long and short term causes and use these in my answers.	I can make links between different causes in my response.	I can use detailed own knowledge to support my answer
		I can sustain my judgement throughout my answer.

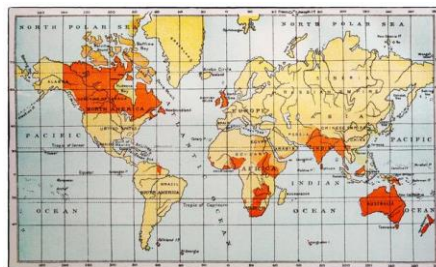
# Enquiry: What was it like to be an industrial migrant to Britain? 1700-1900



## History – GCSE Knowledge Organiser Topic 12



**Outline:** Between 1700 and 1900, there were enormous changes to British society that affected the numbers of people migrating to Britain and the countries they came from. Britain was the first nation to industrialise and this required many migrants to sustain. The growing British Empire also affected migration to Britain as well as the forced migration of people from Africa as enslaved people in the Caribbean.



### Key individuals.

**Ottobah Cugoano.** Enslaved from his home in Ghana, Cugoano was given his freedom in 1772 after being taken to Britain. Worked for artists and joined an Abolitionist group. Worked with Equiano to produce a book against slavery in 1787



Worked with Equiano to produce a book against slavery in 1787

**Kitty Wilkinson.** An Irish Migrant known as the “saint of the slums” Saved lives by allowing her boiler to be used by everyone in a cholera outbreak in 1832. Worked to improve public health.

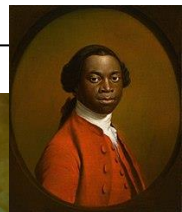


**Carlo Gatti.** Settled in Little Italy in London in 1847. Set up a series of cafes specialising in ice cream. Gatti made ice cream popular and got his ice from Regent’s Canal.



### Key vocabulary:

- Abolitionists:** those who wanted to stop the trade in enslaved people.
- Ayahs:** Indian women who worked as nannies for children.
- Blacklegging:** working during a strike.
- Capitalist system:** an economic system based on private ownership of businesses that are run for profit.
- Census:** a count of people living in a country taken on one day. The first in Britain was in 1841 and they are taken every decade.
- Communism:** an economic and social system where all property is owned by the community and each person contributes according to their ability and receives according to their need.
- Fenian:** a member of the Irish Republican Brotherhood who organised revolts in Ireland against the British.
- Industrialisation:** when a country changes from making money through agriculture to making items in factories.
- Lascar:** Indian sailors working on ships owned by the East India Company.
- Middle passage:** route across the Atlantic which took enslaved people from Africa to the Caribbean.
- Navvies:** name given to those who dug the canals and built the railways.
- Non-conformists:** people who were Christians but not members of the Church of England, like Methodists or Quakers.
- Pauper:** a very poor person who often depended on the state for support.
- Radical:** a person who wants fundamental social or political change.
- Shochetim:** a Jewish person trained to kill animals according to Jewish law.
- Slum:** the poorest part of a city with the worst conditions, overcrowding and disease.
- Sweatshop:** a place where people worked long hours in poor conditions for low wages. Spitalfields and Whitechapel had many of these.
- Tenement:** a run-down and often overcrowded building housing people in poor conditions.
- Triangular trade:** trade in enslaved people from Africa to the Americas with items grown then sent back to England.
- Typhus:** infectious disease caused by lice on humans.
- Urbanisation:** when populations move to urban centres looking for work, creating huge cities.



Date	Event	Factors
1783	The American colonies became independent from Britain	Economics Government
1787	Society for the Abolition of the Slave Trade formed	Attitudes Economics
1807	Abolition of the trade in enslaved people	Religion Economics Attitudes
1833	Abolition of slavery in the British Empire	Economics Attitudes Government
1858	Britain took control of India from East India Company	Government Economics
1869	Suez canal opened	Economics Attitudes
1888	Whitechapel murders	Economics Attitudes Religion

# Enquiry: What was it like to be an industrial migrant to Britain? 1700-1900



## History – GCSE Knowledge Organiser Topic 12



### Key facts on the reasons to migrate to England

New laws meant men in Britain had greater freedom.  
Rapid industrialisation led to huge demand for labour in cities.  
Improved transport made it easier to migrate, including modern ships and trains.  
Massive migration within Britain as people moved from the countryside to the towns: urban population grew from 5 million in 1700 to 32.5 million in 1900.  
Huge hardship led to mass Irish migration in the 19<sup>th</sup> century.  
More Jewish people arrived due to persecution in Europe.  
Africans were forced migrants along the middle passage.  
Britain took over control of India which led to more Indian migration.  
Germans migrated to avoid war and have more freedom.  
Italians migrated to work in agriculture and avoid war and disease.



### Key facts on the experiences of migrants

Conditions in cities deteriorated quickly due to overpopulation.  
Irish migrants took on the worst jobs for low pay or joined the army – 55,000  
Jewish migrants settled in the East End but this was overcrowded = 14 per house by 1901.  
Most Jewish people worked in clothing, shoe-making or furniture making in sweatshops.  
By 1750 there were 10,000 Black Africans in Britain and by 1800 there were 15,000 in London. Many helped to campaign against the trade in enslaved people.  
Many ayahs were abandoned once they accompanied families to Britain; many lived in slums.  
Shipping companies often abandoned the lascars who worked their routes.  
Germans set up business like pubs and restaurants.  
German thinkers like **Karl Marx** and **Fredrich Engels** settled in England.  
Part of London became Little Italy due to the population.  
Many ran ice cream parlours or as street musicians.



### Key facts on the impact of migrants on England

African migrants like **Olaudah Equiano**, **Ignatius Sancho** and **Ottobah Cugoana** led abolition of the trade in enslaved people.  
Leading Chartists were from migrant families: **Fergus O'Connor** and **William Cuffay**.  
Manchester's living conditions led to the political philosophers **Marx and Engels** developing their Communist ideas.  
**Paul Reuter** created a telegraph system for news.  
Marks & Spencer set up by Jewish migrant **Michael Marks** in 1894.  
**Johann Jacob Schweppe** started a carbonated water company.  
**Gustav Wilhelm Wolff** set up a shipyard which built Titanic.  
Glasgow had 300 ice cream parlours by 1900.



**Exam question focus: 4 mark  
difference/similarity...**

**12 mark Explain why...**

### Case study: Liverpool

By 1900 Liverpool at 9 miles of docks.  
Second most profitable dock in the world £237 million a year.

Raw cotton was the main import at 362,000 tons a year and 4 million working in areas connected to it.  
1850 – 300,000 Irish migrants arrived. Many went onto New York. By 1851 20% of the population was Irish = 83,000  
Irish social areas and Catholic churches began to grow  
Most Irish migrants were very poor.  
Special hospitals set up for the Irish community and to treat diseases.  
Scouse accent comes from Irish speakers – descendants include **John Lennon** and **Paul McCartney**.  
Anfield area named after Anfield (home of Irish mayor of Liverpool)  
10,000-12,000 Indian sailors arrived each year; some settled and grew communities = first mosques.  
Oldest Chinatown in Europe. Sailors arrived trading tea and silk.  
Reputation of working hard and not drinking.  
African sailors migrated from Gambia, Ghana and Sierra Leone. Stayed in Toxteth.

### Case study: Jewish migrants in the East End

100,000 arrived at St Katherine's Dock and settled in Whitechapel and Spitalfields. 40% of the local population was Jewish in 1888  
Whitechapel was the poorest area of London.  
Sweatshop conditions were dreadful  
Attacks on Jewish people grew and some blamed the Jack the Ripper murders on the community.  
The murders were done using a knife – Jewish butchers were blamed but then freed as the knives were different.  
Eye witness accounts misidentified the suspect as Jewish which shows the rife antisemitism.



### Furthering learning

Want to find out more about Industrial Migration?

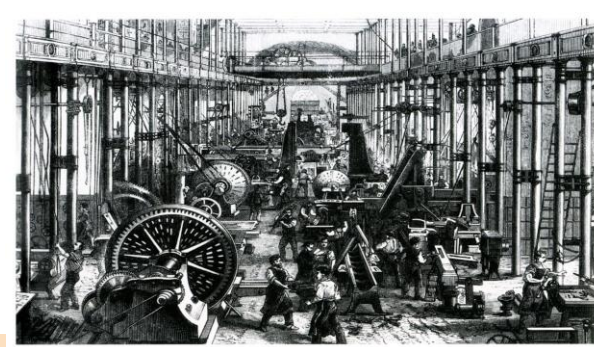


### Prior learning?

Migration  
Socio-economic  
Antisemitism  
Industrialisation

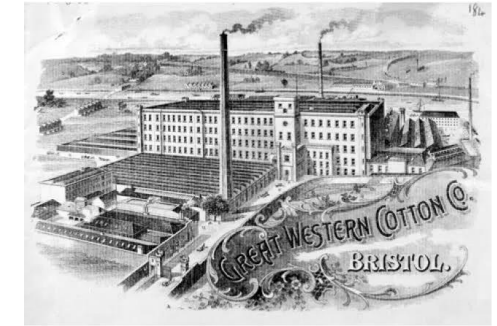
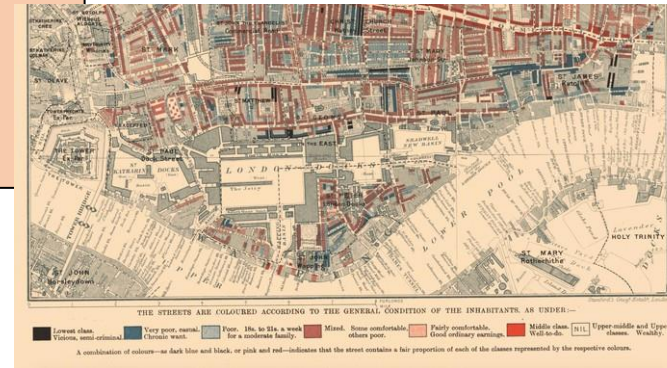
**Enquiry:** What was it like to be an industrial migrant to Britain?  
1700-1900

History – GCSE  
Knowledge Organiser  
Topic 12



**Exam skill focus: 4 mark Explain a similarity or a difference = 5 minutes**

- How is the past similar?
- How does the past differ?



**What to focus on:**

**Starting sentences...**

A similarity OR a difference – depending on what the question says.

Lots of detail to support HOW it is similar/different

An important similarity/difference between \_\_\_\_\_ and \_\_\_\_\_ is

This is shown by.....

**Developing**

I can explain key similarities or key differences between people's lives during two periods of time using PEEL paragraphs

**Secure**

I can explain key similarities or key differences between people's lives during two or more periods of time using PEEL paragraphs and detailed evidence on one area at least.

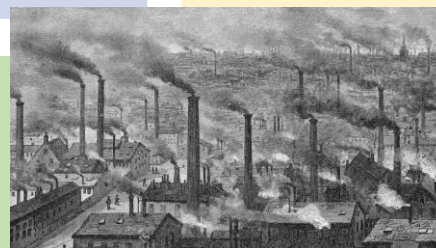
**Exceeding**

I can explain key similarities and key differences between people's lives during two or more periods of time using PEEL paragraphs and a detailed range of evidence for both areas.

**Point =** A key similarity/difference was...

**Evidence =** This is shown by...

**Explain =** This is similar/different because...



**Enquiry:** What was it like to be an industrial migrant to Britain? 1700-1900

History – GCSE  
Knowledge Organiser  
Topic 12

**Types of cause**

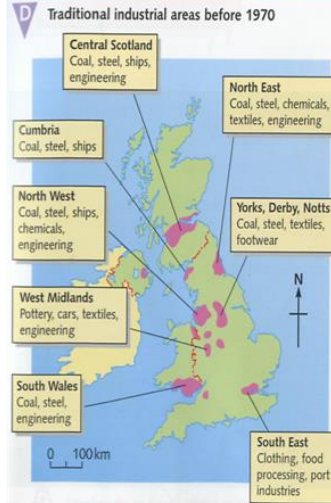
**Preconditions:** causes that are around for a very long time

**Underlying:** long term causes that build over time

**Trigger:** short term cause that directly leads to the event

**Catalyst:** a cause that speeds up the event

**Turning point:** a cause that changes everything



**Exam skill focus: 12 mark Explain why...**

= 15 minutes

- Why do events happen?
- What are short and long term causes?

What to focus on	Starting sentences
At least two paragraphs on different reasons	One cause of...
Use the suggested bullet points to help you BUT if you are aiming for 7+ you need to mention OTHER information.	The most significant cause was...
Think about short and long term causes or types of cause like political, religion, economic or military.	This cause led to...

Point = A key cause was...  
Evidence = This cause led to...  
Explain = This is important because...

Developing	Secure	Exceeding
I can make a judgement on why an event happened, using causes in a PEEL paragraph.	I can make a judgement on the significance of causes in a PEEL paragraph.	I can make a complex judgement on the significance of causes in a PEEL paragraph.
I can identify long and short term causes and use these in my answers.	I can make links between different causes in my response.	I can use detailed own knowledge to support my answer
		I can sustain my judgement throughout my answer.

# Enquiry: What was it like to be a Modern migrant to England 1900-present?



## History – GCSE Knowledge Organiser Topic 13

**Outline:** After 1900, Britain was involved in two world wars. People from all over the Empire fought for Britain and the wars resulted in enormous movements of people. The Empire was dismantled from 1946 onwards which led to more movement to Britain as did Britain's decision to join the EEC. This freer movement of people was limited by Britain's decision to exit the EU in 2016.



### Key vocabulary:

**Asylum:** protection provided by a state to someone who has fled their country due to persecution.

**Brexit:** Britain's departure from the EU after the 2016 referendum.

**British National Party:** Far-right fascist party founded in 1982.

**British Union of Fascists:** British political party formed in 1932 by Oswald Mosley which copied the Nazi party in Germany.

**Colonies:** a country ruled by a larger one as part of an empire.

**Colour bar:** denying ethnic minority people access to the same rights and opportunities as white people.

**Decolonisation:** granting independence to colonies.

**Dominions:** a country with a high level of self government but still part of the British "commonwealth" of nations.

**Economic migrants:** people who move to another country looking for higher wages and a better standard of living.

**European Economic Community (EEC):** economic union of countries which then became the European Union.

**HMO:** Houses of multiple occupation which let landlords rent to many different tenants.

**Interned:** to hold someone prisoner, often for political reasons.

**Institutionally racist:** racism embedded in an institution that influences the ways people work there.

**Kindertransport:** policy to allow Jewish children to come to Britain during the 1930s to avoid Nazi persecution.

**National Front:** Far-right party with fascist views. Founded in 1967.

**People smugglers:** people who illegally smuggle refugees across country borders for money.

**Refugee:** someone forced to leave their country to escape war or persecution.

**United Nations:** international organisation that aims to maintain world peace.

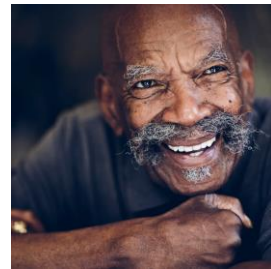


### Key individuals.

Date	Event	Factors
1936	Battle of Cable Street	Attitudes
1948	British Nationality Act	Government Economics
1963	Bristol Bus Boycott	Attitudes Economics
1973	Britain joined the EEC (European Economic Community)	Government Economics
1976	Race Relations Act	Government Economics Attitudes
1993	Murder of Stephen Lawrence	Government Attitudes
2016	Referendum on membership of the EU resulted in Britain leaving	Economics Attitudes Government



**Doreen Lawrence.** When police failed to fully investigate the racist murder of her son in 1993, she pursued justice until two of the killers were found guilty in 2012. She is now in the House of Lords.



**Alford Gardner.** From Jamaica, he joined the RAF in 1943 and served as an engineer. In 1948 Gardner came to Britain on the Windrush to settle. He settled in Leeds and set up a Caribbean Cricket Club.



**Roy Hackett.** Inspired and led the Bristol Bus Boycott when he Refused to move in front of a bus. Went on to start the St Paul's Festival which is now the Carnival. Hackett arrived in Britain in 1952 from Jamaica.



# Enquiry: What was it like to be a Modern migrant to England 1900-present?

## Key facts on the reasons to migrate to England

The world wars led to mass migration around the world.

Soldiers fought in both wars from across the Empire.

Jewish children were evacuated to Britain to escape persecution.

After WW2, Britain asked people to migrate from the Empire to help rebuild Britain.

Creation of NHS required workers  
Migrants from India and Pakistan fled persecution.

Asian migrants to Kenya and Uganda then moved to Britain after independence.

Membership of the EU led to economic migrants from Europe.

Series of wars across the world in countries like Syria and Ukraine have led to refugees fleeing war or persecution.

English as a common language makes Britain attractive as a destination = legacy of empire.

## Prior learning?

Migration  
Socio-economic  
WW1/WW2  
Antisemitism



## History – GCSE Knowledge Organiser Topic 13



## Key facts on the experiences of migrants

Belgians in WW1 were welcomed and supported.

Resident Germans were interned as enemy aliens.

Tension over jobs – lascars took on many shipping jobs in WW1 and returning seamen wanted jobs back = violence in ports like Cardiff

Some in Britain copied Nazi ideas about migrants before WW2 = fascists like BUF

Poles in WW2 were mostly welcomed. Many Italians and Germans were interned.

Anti-migrant views grew after WW2 and was reported in the media.

**Enoch Powell** made the Rivers of Blood speech in 1968 which led to further attacks on some migrants.

Race riots broke out in areas like Brixton in 1981 and Burnley in 2001 due to economic hardship and racism.

## Key facts on the impact of migrants on England

Parliament reacted to protect migrants in several Race Relations laws in 1965, 1968 and 1976.

Parliament also began to restrict those entering with Commonwealth Immigrants Acts in 1962, 1968 and 1971.

Migrants took action to achieve equal treatment. **Doreen Lawrence** campaigned for justice for her murdered son.

Pressure groups like **Show Racism the Red Card**, **Black Lives Matter**, **Anti-Nazi League** campaigned for equal rights.

Textile industry rebuilt by Pakistani migrants to Bradfords.

London Transport pioneered hiring migrants for the service.

NHS recruited heavily from migrant communities. By 2003 29% of doctors and 43% nurses were born outside of the UK.

New community bases set up with self-help groups and strong unification.

Chinatown in Manchester and Golden Mile in Leicester became tourist attractions

Huge influence on British diet.

Huge range of religious diversity brought to UK.

Immense influence on art, culture, sport, politics.

Athlete **Mo Farah** was born in Somalia. **Marcus Rashford** as a west Indian grandmother. **Jess Ennis** has a Jamaican father.

Windrush scandal affected many migrants who arrived as children but weren't given documents.

## Case study: Bristol

Bristol was built on money made in the trade in enslaved people which is a difficult legacy. 2020 saw the Colston statue thrown in the harbour.

After the British Nationality Act, Caribbean migrants arrived to work but living conditions in areas like St Paul's were poor with HMOs.

Campaigns grew for equal treatment and led to the Bus Boycott in 1963 led by **Paul Stephenson**, **Roy Hackett** and **Owen Henry**.

Bristol set up its own Race relations Council  
1968 saw the first **St Paul's Festival**. From 1991 it has been known as the St Paul's Carnival.  
Bristol is now a culturally diverse city.

## Case study: Leicester

The strong textile and shoe industry attracted migrants – many Punjabi Sikhs and those from Pakistan and Bangladesh.

1960s – Gujarati and Punjabi families moved from East Africa.

Strong communities built with Hindu temples, Sikh Gurdwaras and mosques.

1972 – **Idi Amin** expelled whole Asian population of Uganda and many fled to Britain. National Front set up anti-migrant marches.

Large economic impact through Asian entrepreneurs who set up businesses like the one that now owns Poundstretcher.

**Belgrave Mela Festival** set up

Belgrave Road = Golden Mile of jewellers and holds the largest Diwali festival outside of India.



## Furthering learning

Want to find out more about Modern Migration?



**Enquiry:** What was it like to be a Modern migrant to England 1900-present?

History – GCSE  
Knowledge Organiser  
Topic 13

**Types of cause**

**Preconditions:** causes that are around for a very long time

**Underlying:** long term causes that build over time

**Trigger:** short term cause that directly leads to the event

**Catalyst:** a cause that speeds up the event

**Turning point:** a cause that changes everything



**Exam skill focus: 16 mark: Factor question – How far is \_\_\_\_\_ the most important for \_\_\_\_\_ = 20 minutes and 4 SPaG**

- Why do events happen?
- What are short and long term causes?

**What to focus on**

Write one paragraph on the reason given in the question.

Then write another paragraph on another reason.

If aiming for 7+ = write a final paragraph on a different factors.

Have a conclusion deciding on the most important reason.

Think about short and long term causes or types of cause like political, religion, economic or military.

SPaG!

**Starting sentences**

One important reason was...

This cause led to...

The most significant cause was...

**Point = A key cause was...**  
**Evidence = This cause led to...**  
**Explain = This is important because...**

**Developing**

I can make a judgement on why an event happened, using causes in a PEEL paragraph.

I can identify long and short term causes and use these in my answers.

**Secure**

I can make a judgement on the significance of causes in a PEEL paragraph.

I can make links between different causes in my response.

**Exceeding**

I can make a complex judgement on the significance of causes in a PEEL paragraph.

I can use detailed own knowledge to support my answer

I can sustain my judgement throughout my answer.



**Make sure you mention events from the right time period!**



# Enquiry: Notting Hill case study



## History – GCSE Knowledge Organiser Topic 14



**Outline:** Notting Hill in London was the centre of migration from the Caribbean from the 1940s to 1970s. Notting Hill was near to Paddington rail station so was a natural stopping off point before moving on, but many arrivals stayed instead. The British Nationality Act made all subjects of the British Empire British citizens and they were encouraged to settle migrate. When they arrived many faced hostility and discrimination which surprised them.

### TITLE FOR FREEDOM AT OLD BAILEY



Date	Event	Factors
1948	Windrush Arrival in Britain.	Attitudes Government Economics
1958	Notting Hill riots	Attitudes Economics
1958	Jones set up the West Indian Gazette	Attitudes
1959	Murder of Kelso Cochrane	Attitudes
1963	Notting Hill Housing founded	Economics
1966	First Notting Hill Carnival	Economics Attitudes
1970	Mangrove Nine case	Attitudes Government

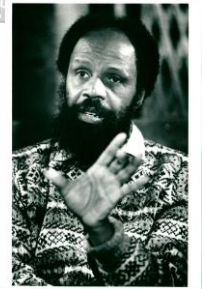


**Key individuals.**

**Norwell Roberts.** From Anguilla in the Caribbean, Roberts was the first Black officer in the Metropolitan Police in 1967. He tried to join in 1965 but was turned down with no reason given. He served for 30 years, despite racism, bullying and blocked promotion and inspired others to join.



**Claudia Jones** From Trinidad, she spent her life fighting for civil rights. Set up the first Black newspaper, the first carnival in London and lobbied to overcome the colour bar at London Transport. Martin Luther King asked to meet her when he visited London.



**Frank Crichlow.** From Trinidad, he opened The Mangrove restaurant at 8 All Saints Road in Notting Hill. It became a centre of the community with famous guests like Diana Ross and Muhammed Ali. Frequently faced raids and was one of the Mangrove Nine in the famous trial in 1970 where all were acquitted of inciting a riot.

### Key vocabulary:

- All Saints Road:** central hub of Notting Hill
- Archaeology:** study of artefacts buried in the ground.
- Artefact:** a historical object like a coin or a chair.
- British Black Panthers:** influenced by the US version, it focused on social campaigns to support communities and protect from police brutality – BBP.
- Circulation:** number of people who regularly read a newspaper
- Colonies:** a country ruled by a larger one as part on an empire.
- Colour bar:** denying ethnic minority people access to the same rights and opportunities as white people.
- Context:** the wider setting of a historical source.
- Criteria:** benchmarks by which you judge something before looking at a source.
- Deported:** forced by a government to leave a country where you are not a citizen.
- HMO:** Houses of multiple occupation which let landlords rent to many different tenants.
- Institutionally racist:** racism embedded in an institution that influences the ways people work there.
- Oral:** spoken sources like interviews, songs
- Pirate station:** a radio station that broadcasts without a licence
- Portobello Road Market:** main street market in Notting Hill
- Propaganda:** deliberate mass persuasion.
- Provenance:** where a source comes from – who made it, when and why.
- Refugee:** someone forced to leave their country to escape war or persecution.
- Shebeens:** unofficial clubs in houses or abandoned buildings.
- Statutory tenancy:** a lease on a rented property so a landlord cannot suddenly evict and controls how much rent is paid.
- Sus Law:** permission for police to stop, search and arrest based on suspicion of a future crime.
- Teddy Boys:** a youth movement where boys dressed in Edwardian clothes and listened to rock and roll. Some were violent and racist.
- Xenophobia:** fear of something or someone who is foreign.



# Enquiry: Notting Hill case study



## History – GCSE Knowledge Organiser Topic 14

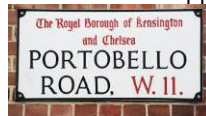


**Key facts on the national and regional context**  
 WW2 had seen Britain aided by their Empire to fight. After the war, GB needed migrants to help rebuild and replace population losses. Many in the Caribbean saw Britain as the “mother Country” and felt strong loyalty. NHS and London Transport needed workers. Black workers were paid less. Rationing continued in Britain until the 1950s. 1960s was “Swinging” and led to young people enjoying new music and fashion.

**Key facts on the local context**  
 Migrants arrived at **Paddington** from the boat train and were welcomed by Caribbean High Commissions. Notting Hill was nearby and had cheap accommodation and landlords willing to rent to Black people. Caribbean culture grew around street markets (**Portobello Road**) or cafes (**All Saints Rd**). Houses overcrowded and in poor condition = no legal protection. **Peter Rachman** rented 80 properties and made £80,000 yearly but places were poor. 1965 Rent Act improved conditions and fair rents. Notting Hill Housing in 1963 also set up cheap and safe housing for locals = 1,000 housed by 1970. Strong music scene developed at Portobello – 1969 **Island Records** from Jamaica moved there and brought in ska, calypso, **Bob Marley’s** reggae.

### Key facts on the impact of Caribbean culture

Shops and markets brought Caribbean culture and food (spices, Tabasco sauce). All Saints had pubs like **The Apollo**. **The Piss House** was on Portobello and targeted Black and white working class – especially Irish. New cafes like **El Rio** in 1959 – **Frank Crichlow** and **The Mangrove**. Calypso and reggae only played on pirate stations at first. Calypso singers like **Aldwyn Roberts (Lord Kitchener)**. Ska, Rock Steady, Dub, Lovers Rocks, Roots, Soca, Blues and Soul not stocked in white owned record shops. 1969 **Basing Street Studios** opened and used by **Marley, Rolling Stones, Diana Ross**. Nightclubs opened for just Black people: **Metro Club** on St Luke’s road in 1968. Black people from all of London went = queues of 400. **Aswad** played - police regularly raided. Shebeens = places to smoke, gamble and drink with music. Often raided. Sound systems came from **Jamaica** – led to sound clashes. Duke Vin pioneered this. Mutual self-help organisations = **The London Free School 1966, The Unity Association** and **The Black People’s Information Centre 1970**. Pardner Schemes to buy own homes set up by **Sam King**.



### Key facts on racism and policing

1950s **Metropolitan Police** had 16,400 and 97% were white men. **Norwell Roberts** was the first Black Met officer. Police were often racist against the Black community. **The West Indian Federation** recommended the Met learned about Caribbean culture but they refused. **Teddy Boys, White Defence League and BUF** organised attacks on Black people. WDU had an office in Notting Hill. 1958 Notting Hill riots = 400 white people attacked Caribbean homes for 6 nights. Black people retaliated. 108 arrested 72 white and 36 Black. 1959 – **Kelso Cochrane** murdered by a racist gang. Murderers never caught. Media said the killing wasn’t racist. Hundreds attended the funeral – organised by **Claudia Jones**. Prime Minister of Jamaica visited Notting Hill. **West Indian Standing Conference** set up to campaign for better community relations. **Inter-Racial Friendship Coordinating Council** asked the UK PM to make racially motivated violence a crime = he refused but allowed WDL to hold a rally in Trafalgar Sq. **Mosley’s Union Movement** helped to stir tension in Notting Hill and he held rallies there. Mosley ran a racist campaign for Parliament in **Kensington North** seat (Notting Hill area) but he lost with only 8%.



### Key facts on Black British activism

**Claudia Jones** set up the **West Indian Gazette** in 1958 = 15,000 circulation. Office in Brixton saw huge racial abuse. 1959 **Caribbean Carnival** first in Kings Cross. BBC televised it. 1966 first **Notting Hill Carnival** in August. Now every year. **BBP** founded in 1968 with leaders like **Darcus Howe** and **Olive Morris**. **Mangrove** restaurant became a centre of Black culture but was often raided by police = 9 times from Jan 1969-July 1970. **BBP** organised a 1970 march to protest harassment at Mangrove. Many were arrested and on trial = **Mangrove Nine** like Howe. All acquitted of major crimes. Judge said there was racism on both sides.



### Furthering learning

Want to find out more about the Notting Hill Carnival?



### Prior learning?

Migration  
 Socio-economic  
 WW2

# Enquiry: Notting Hill case study

## History – GCSE Knowledge Organiser Topic 14



### Exam skill focus: 4 mark Describe TWO features of... = 5 minutes

- Can you select a feature of the past in Notting Hill?
- Can you describe a feature of the past in Notting Hill?

### Developing

I can briefly describe a feature of the past with some detailed knowledge.

### Secure

I can describe two features of the past with some detailed knowledge.

### Exceeding

I can describe two features of the past with a range of detailed knowledge to support.  
  
I can do this TWICE!

### What to focus on

Choosing a feature that you know a lot about.

Then describe this with lots of detail like names, events and dates.

x2

### Starting sentences

One feature is....

A second feature is...

Point = A key feature was...

Evidence = This is shown by...



## Enquiry: Notting Hill case study

History – Year 10  
Knowledge Organiser  
Topic 14

**Nature** = type of source like a painting or letter  
**Origin** = date made and who made it  
**Purpose** = why it was made = motivate/justify/persuade

**Exam skill focus: 8 mark** How useful are Sources B and C for an enquiry into... = 5 minutes to read the sources and 10 minutes to answer the question

- What is the nature, origin and purpose of a source?
- What knowledge makes a source useful?

### What to focus on

### Starting sentences

One paragraph on Source B and another paragraph on Source C.

Source B is useful because...

Does the source FIT your own knowledge?

This is shown by...

What is the NATURE of the source? Does this make it useful?

What is the ORIGIN of the source? Does this make it useful?

The source is also useful due to its purpose which was to...

What is the PURPOSE of the source? Does this make it useful?

### Developing

I can explain how a source can be useful/not useful in a PEE paragraph.

I am starting to think about the nature, origin and purpose of the source.

I can use some own knowledge to test a source

### Secure

I can explain how useful a source is and then make a judgement based on this information in a PEEL paragraph.

I can accurately comment on the purpose of a source

I can use own knowledge to test a source

### Exceeding

I can make a complex judgement on the usefulness and purpose of a source – linking this to the date of the source.

I can use detailed own knowledge to test a source

I can begin to think about the conscious and subconscious bias of a source.

**Point** = One way the source is useful is...

**Evidence** = This is shown by the nature of the source...

**Explain** = This is useful because...

# Enquiry: Notting Hill case study

## History – GCSE Knowledge Organiser Topic 14

Detail in Source C that I would follow up:

Question I would ask:

What type of source I would look for:

How this might help answer my question:

### Exam skill focus: 4 mark Follow up questions on a source = 5 minutes

- What questions do we ask of sources?
- How can we find out more information?

- Types of sources:**
- Photograph
  - Police report
  - Newspaper report
  - Government report
  - Court records
  - Letters
  - Diaries
  - Film footage



#### What to focus on:

#### Starting sentences...

What is interesting in the source?

I would follow up...

What should you ask about the source?

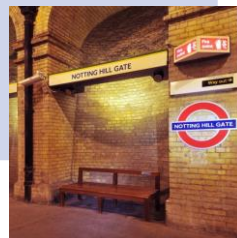
I would ask...

What TYPES of source can you use?

The type of source to use...

What can other sources tell you?

This would help by...



### Developing

I can identify an important detail in a source

I can identify a type of source to help me understand more

### Secure

I can accurately identify an important detail in a source and ask a question about this.

I can identify a type of source to help me understand more

### Exceeding

I can accurately identify an important detail in a source and ask an appropriate question about this.

I can identify a type of source to help me understand more and explain why this will help answer my question.