

Year Eight History: Topic Two
Protest—part one

	Key dates and events you should know.
1215	The Magna Carta was signed. This was the first document to set out the rights and freedoms of English people. It was a reflection of the protest of the lords towards the power held by the king.
1381	The Peasants Revolt: A large group of peasants set off to London to meet the king and demand for higher wages and lower taxes.
1811	The Luddites began protests against the use of new machinery in the textile industry. They smashed machines and sent threatening letters to factory owners as they feared the loss of their jobs.
1819	The Peterloo massacre—15 people were killed and over 400 were injured by government soldiers as a response to their protest about how unfair parliament was.
1832	Reform Act—men who owned property valued over £10 gained the vote. This was as a response to the growing protest from middle class men about their lack of role in government.
1838	The Chartists led a series of protest aiming to expand the vote to the working classes. They wanted a vote for every man over the age of 21 regardless of wealth or status.

Objective: To be able to give examples of protest in British history over time. To be able to explain why protest happens and explain their significance.

Key historical skills covered in this topic:

- Chronology—ordering historical events
- Cause and consequence—giving reasons why events happened and their effects
- Explanation—Sharing your understanding using historical knowledge
- Significance— making judgements about the importance and impact of an historical event.

Key words:

- Election**—where somebody is chosen to represent the people in their area. This is done through voting.
- Political**—the way a country is run and organised, including how laws are made
- Social**—anything to do with the daily life of people, how they live, what they believe in and how they communicate
- Economic**—anything to do with money, this includes trade and business.
- Rights**—A citizens legal, social and moral freedoms, for example the right to an education. These are protected by laws.
- Responsibilities**— the things citizens of a country should do to support society. The expectation that people behave a certain way and will follow the laws of the society they live in.

Home learning project

The English Civil War

Create a recruitment campaign for either the Cavaliers or the Roundheads based on the work you completed in class. This should have both a written part and a creative part. This should focus on linking your historical knowledge to persuasive writing skills. The details of this task will be sent to you by your teacher on TEAMS.

There are two assessments for this topic.

The first assessment for this topic will focus on:

- Knowledge questions retrieving key skills e.g. centuries, keywords, key events studied
- The reasons for workers protests over changes in industry
- The causes of and an explanation of the demands for the vote in the nineteenth century.

The second assessment will focus on:

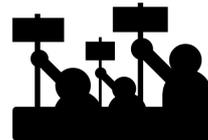
- Knowledge questions retrieving key skills e.g. centuries, keywords, key events studied
- The actions of the Luddites
- The reasons for the demand for votes for working class men



Overview: What forms of protest have taken place in Britain over the last 800 years?



Changes have been demanded of the legal and political system of the country, for example the Magna Carta in 1215. The barons demanded King John sign this as a limit to his power.



Mass gatherings and protest have been used to demand change, for example at Peterloo. 60,000 people gathered in Manchester in 1819 calling for more representation in government.

Boycotts have been used to force businesses and people to listen to the views of wider society.



Destruction of property to protest against people for example, the Luddites destroyed machinery to threaten the factory owners.

