

Year Eight History: Topic Two  
Protest—part one

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 dates and events you should know.
1215	The <b>Magna Carta</b> was signed by King John. This was the first document to set out the rights and freedoms of English people. It was a reflection of the protest of the barons towards the power held by the king.
1381	The <b>Peasants Revolt</b> : A large group of peasants set off to London to meet the king and demand for higher wages and lower taxes. They were led by Wat Tyler, who was later killed by one of the king's men.
1811	The <b>Luddites</b> 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. After the murder of a factory owner called William Horsfall, the leaders of the Luddites were arrested and either hung or deported to Australia.
1819	The <b>Peterloo massacre</b> —15 people were killed and over 400 were injured by government soldiers as a response to their protest about how unfair parliament was. The protestors wanted working men to be able to vote. This protest took place in Manchester, afterwards mass meetings were banned.
1832	The <b>Great Reform Act</b> —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 <b>Chartists</b> 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. Life in England for the poorest people was very hard, they wanted the vote to be able to change laws which would solve some of their problems such as poorly built homes, high levels of disease and dangerous work places.

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.

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.

