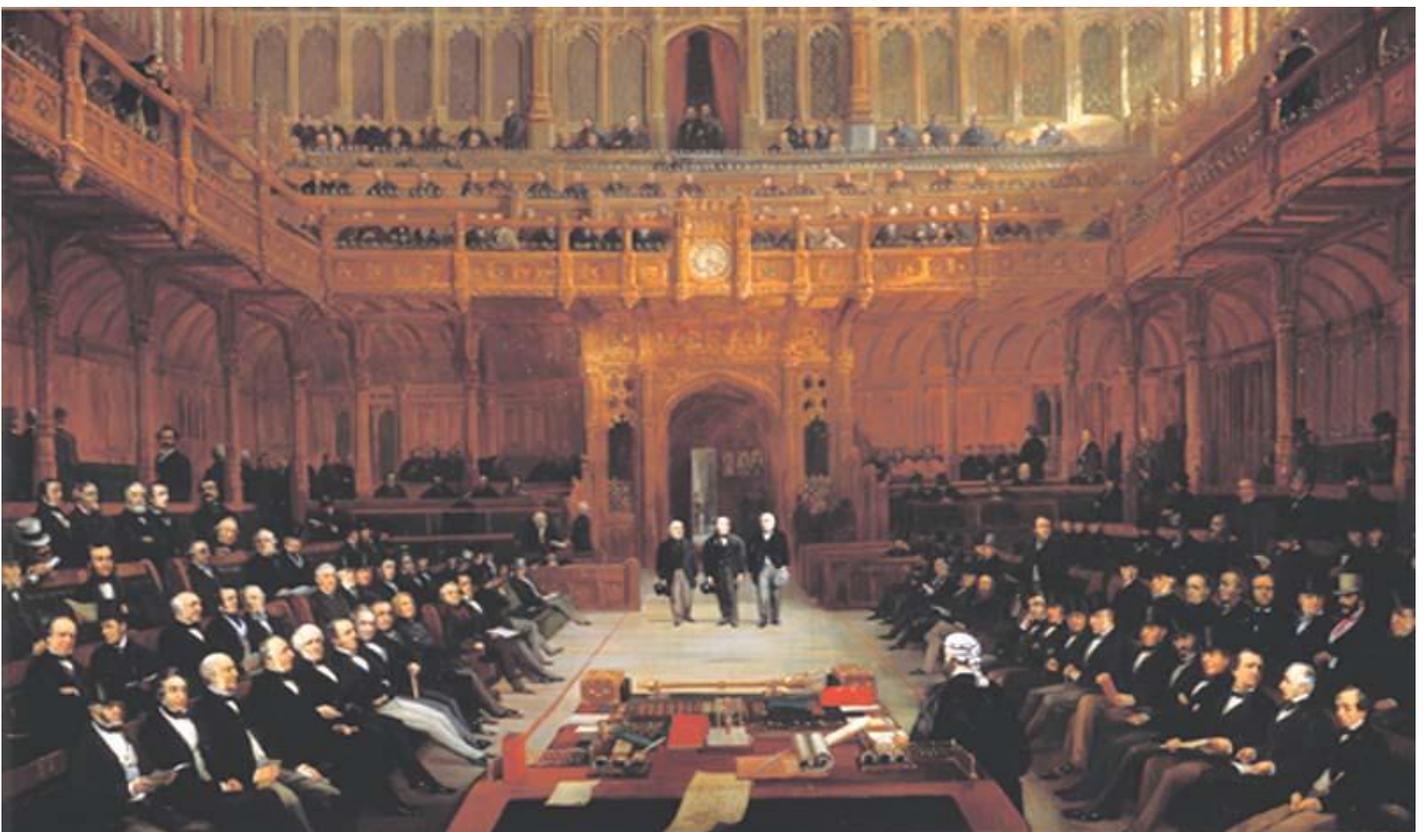


**Edexcel History 1D: Britain, c1785-c1870: democracy, protest and reform.**



## **So you are considering studying History at A-Level?**

This pack contains a programme of activities and resources to prepare you to start an A-level in History this September. It is aimed to be used after you complete your GCSEs, throughout the remainder of the Summer Term and over the Summer Holidays to ensure you are ready to start your course in September.

History is an extremely hard subject to take at A-level, however it is also one of the most rewarding. It's not just about learning a bank of key knowledge from a past period. In order to achieve an A-Level in History you will also need to master the following key skills:

- Analysis of key data
- Analysis of primary sources
- Analysis of contemporary sources
- Analysis of historical interpretations
- Ability to identify bias
- Acquisition of knowledge
- Application of knowledge for a specific enquiry
- Ability to evaluate controversial topics
- Ability to communicate through writing

History does not just lead to you working as a History teacher or in a museum. Whilst it is a less vocationally-based subject than some others, it still provides you with a desirable range of attributes for a number of industries. History graduates normally go on to be successful in a range of occupations including, but not limited to; business, finance, public administration, journalism, broadcasting, teaching, law or any research-based profession.

So why wait until September to get started? Make the past your future, now!



1 - History painted by Frederick Dielman (1896)

# Contents

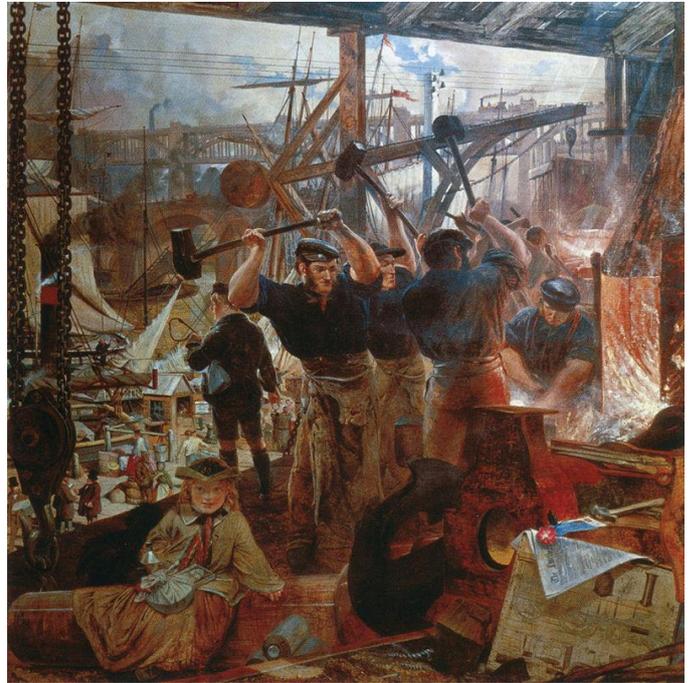
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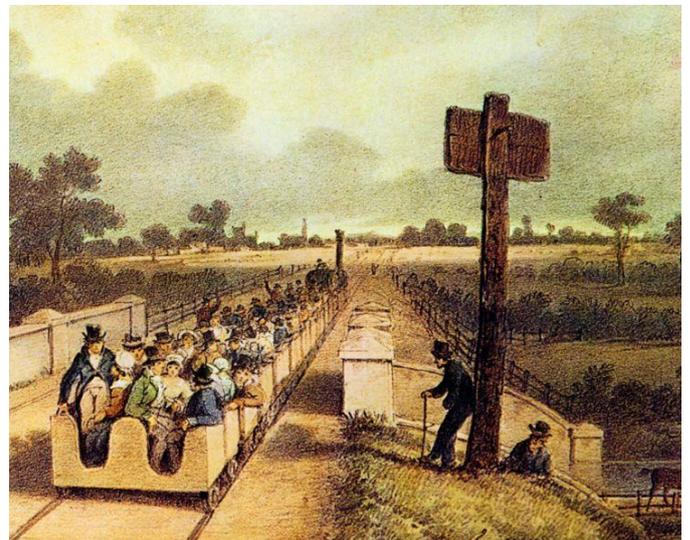
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2 - *Iron and Coal*, Painted by William Bell Scott (1855-60)



4 - *Painting depicting the opening of the Liverpool and Manchester Railway*



3 - *Photograph showing the Great Chartist meeting on Kennington Common in 1848.*

## **Reading List -**

### **Non-fiction –**

- Anton, T.S. *The Industrial Revolution 1760-1830*, Oxford University Press (1961)
- Behagg, C. *Labour and Reform, Working Class Movements 1815-1914*, Hodder (2000)
- Belcham, J. *Popular Radicalism in Nineteenth Century Britain*, Macmillan (1995)
- Donnachie, I. *Robert Owen: Social Visionary*, John Donald Publishing (2005)
- Drescher, S. *Econocide: British Slavery in the Era of Abolition*, University of North Carolina Press (2010)
- Edsall, N. *The Anti-Poor Law Movement, 1384-1884*, Manchester University Press (1971)
- Englander, D. *Poverty and Welfare 1830-1914*, Hodder (1999)
- Evans, E. *Parliamentary Reform, c. 1770-1918*, Longman (2000)
- Evans, E. *The Forging of the Modern State 1783-1879*, Longman (1983)
- Floud, F. and Johnson, P. (eds) *The Cambridge Economics History of Modern Britain Volume 1: Industrialisation, 1700-1860*, Cambridge University Press (2004)
- Frader, W.H. *A History of British Trade Unionism 1700-1998*, Macmillan (1999)
- Gash, N. *Aristocracy and People: Britain 1815-1865*, Hodder Education (1979)
- Griffin, E. *A Short Story of the History of the Industrial Revolution in Britain*, Macmillan (2010)
- Hoschchild, A. *Burying the Chains: The Struggle for the Abolition of Slavery*, Pan (2010)
- Murray, P. *Poverty and Welfare 1830-1914*, Hodder (1999)
- O’Gorman, F. *Voter, Patrons and Parties: The Unreformed Electorate of Hanoverian England, 1734-1832*, Oxford University Press (1989)
- Pelling, H. *A History of British Trade Unionism*, Macmillan (1992)
- Richardson, P. *Empire and Slavery*, Longman (1968)
- Rose, M. *The Relief of Poverty 1834-1914*, Macmillan (1972)
- Thompson, E.P. *The Making of the English Working Class*, Penguin (1963)
- Walvin, J. *A Short History of Slavery*, Penguin (2007)
- Williams, E. *Capitalism and Slavery*, University of North Carolina Press (1944)

### **Fiction –**

- Dickens, C. *A Tale of Two Cities*, Wordsworth Editions; 1st edition (1999)
- Dickens, C. *Bleak House*, Wordsworth Editions; New edition (5 Dec. 1993)
- Dickens, C. *Great Expectations*, Reprint edition (5 May 1992)
- Dickens, C. *Oliver Twist*, Wordsworth Editions (2000)
- Hardy, T. *Far From the Maddening Crowd*, Wordsworth Editions; New edition (5 Aug. 1993)
- MacDonald, M. *The World from Rough Stones (Stevenson Family Saga)*, Sourcebooks Landmark; Reissue edition (Mar. 2010)

### **Films and Television Series –**

- BBC, *Bleak House* (released October 2005)
- BBC, *Charlotte Bronte’s Jane Eyre* (released September 2006)

BBC, *Cranford* (released November 2007)

BBC, *David Copperfield* (released December 1999)

BBC, *North and South* (released November 2004)

DreamWorks SKG, Home Box Office *Amistad* (released December 1997)

Filmco Limited, Patricia Payne Productions, *For the Terms of His Natural Life* (released June 1985)

GK Films, *The Young Victorian* (released March 2009)

Miramax, Ealing Studios, Film Council, *The Importance of Being Ernest* (released May 2002)

## **Websites**

<http://arts.st-andrews.ac.uk/intellectualhistory/islandora/object/intellectual-history%3A52/datastream/OBJ/view>

[http://www.bbc.co.uk/history/british/middle\\_ages/birth\\_of\\_parliament\\_01.shtml](http://www.bbc.co.uk/history/british/middle_ages/birth_of_parliament_01.shtml)

[http://www.bbc.co.uk/history/british/victorians/bsurface\\_01.shtml](http://www.bbc.co.uk/history/british/victorians/bsurface_01.shtml)

[http://www.bbc.co.uk/history/british/victorians/chartist\\_01.shtml](http://www.bbc.co.uk/history/british/victorians/chartist_01.shtml)

[http://www.bbc.co.uk/history/british/victorians/workshop\\_of\\_the\\_world\\_01.shtml](http://www.bbc.co.uk/history/british/victorians/workshop_of_the_world_01.shtml)

<http://www.bl.uk/georgian-britain/articles/poverty-in-georgian-britain>

<http://www.bl.uk/georgian-britain/articles/the-industrial-revolution>

<http://www.historytoday.com/gertrude-himmelfarb/idea-poverty>

<http://www.historytoday.com/stephen-clarke/industrial-revolution-why-britain-got-there-first>

<http://www.localhistories.org/povhist.html>

<http://www.parliament.uk/about/living-heritage/evolutionofparliament/>

<http://www.spicker.uk/social-policy/history.htm>

[https://www.britishmuseum.org/research/publications/online\\_research\\_catalogues/paper\\_money/paper\\_money\\_of\\_england\\_\\_wales/the\\_industrial\\_revolution.aspx](https://www.britishmuseum.org/research/publications/online_research_catalogues/paper_money/paper_money_of_england__wales/the_industrial_revolution.aspx)



Figure 5 - *Coalbrookdale by Night* by Philip James de Loutherbourg, painted 1801.

## **Independent Research**

### The Luddites –

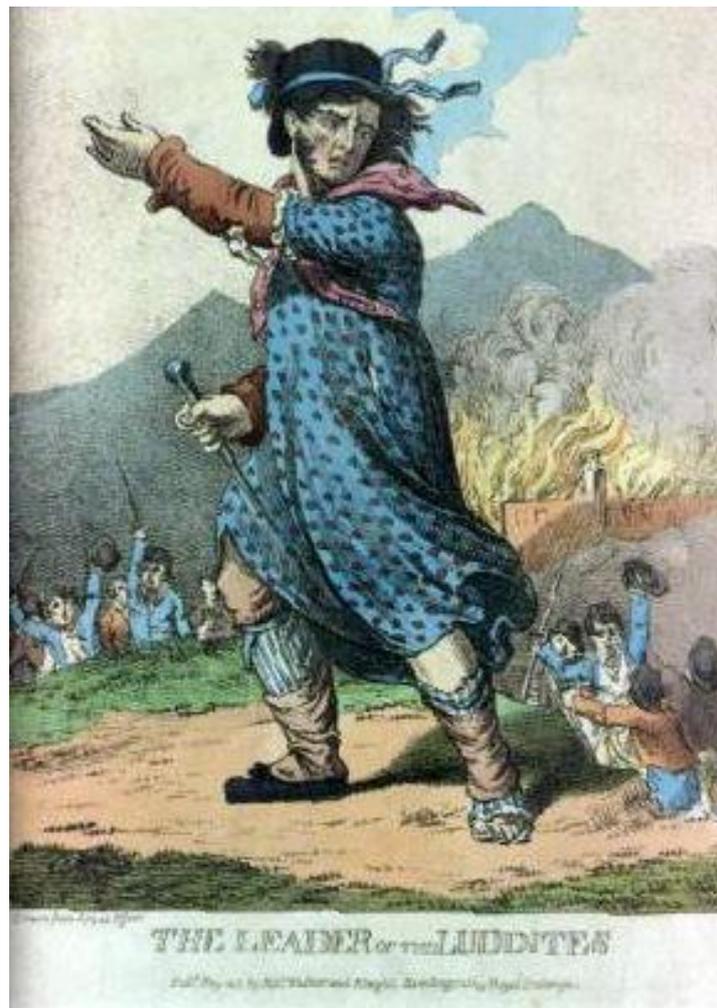
Visit the National Archives Website.

<http://www.nationalarchives.gov.uk/education/politics/g3/>

Study the primary sources 1-5 and read the information. Answer the following questions about them:

1. Who were they?
2. What did they do?
3. How might they have justified their actions?
4. Why might the authorities have treated them as harshly as they did?
5. Explain what you think the Luddites suggest about British society at that moment in time?

*Figure 6 - An 1812 engraving depicting the Luddite movement*



## The Chartists –

Visit the National Archives Website.

<http://www.nationalarchives.gov.uk/education/politics/g7/>

Study primary sources 1-4 and read the information. Answer the following questions about them:

1. What was Chartism?
2. What did they want?
3. How did they try to achieve their aims?
4. How do you think the authorities would have viewed them at the time?
5. Explain what you think the Chartists suggest about British society at that moment in time?



Figure 7 - A depiction of a Chartist riot

## The Swing Rioters –

Visit the National Archives Website.

<http://www.nationalarchives.gov.uk/education/politics/g5/>

Study primary sources 1-4 and read the information. Answer the following questions about them:

1. What were the Swing Rioters?
2. What did they do?
3. What was the difference between Swing Rioters and Captain Swing?
4. How do you think the authorities would have viewed them at the time?
5. Explain what you think the Swing Rioters suggest about British society at that moment in time?

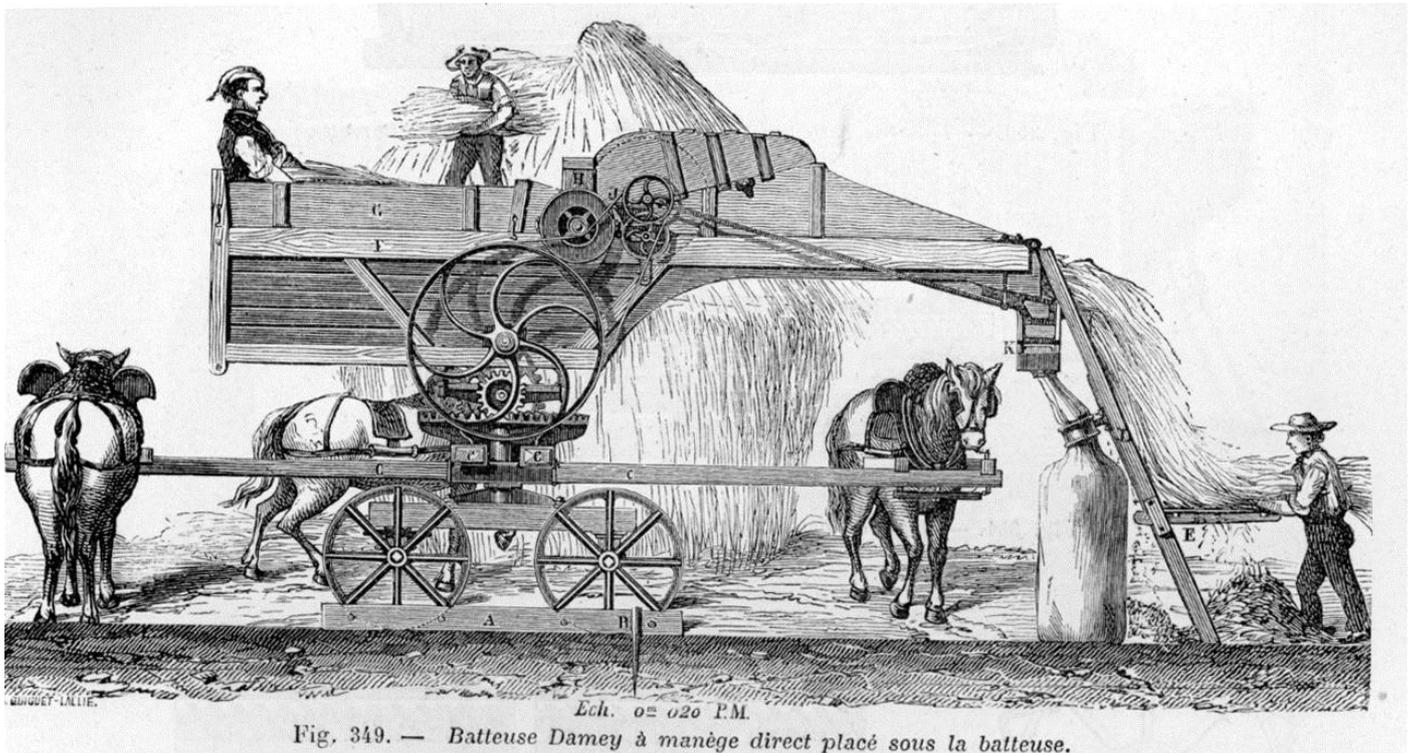


Figure 8 - A horse-powered threshing machine, the type often targeted in the Swing Riots.

## Peterloo Massacre –

Visit the National Archives Website.

<http://www.nationalarchives.gov.uk/education/politics/g5/>

Study primary sources 1-4 and read the information. Answer the following questions about them:

1. Where is St. Peter's Field?
2. What happened there and when?
3. Explain what you think the msassacre suggest about British society at that moment in time?
4. How could things have turned out very differently at this event?
5. Why do you think this was such a significant event in British history?



Figure 9 - A coloured engraving that depicts the Peterloo Massacre in Manchester, England.

## Punch Cartoons –

Visit the Punch Cartoon’s website.

<http://punch.photoshelter.com/gallery/Victorian-Era-Cartoons/G0000czGdMEOaVXY/>

Find three cartoons that highlight issues affecting the working class in Victorian Britain. Then complete the following table.

Title	Date	Summary of the cartoon	What does the cartoon suggest about the lives of poor people in British society?

## Required Knowledge and Skills for A-Level History

### Key Knowledge – The French Revolution

**Create a timeline of the French Revolution between 1788 and 1799.**

<http://www.history.com/topics/french-revolution>

<http://www.historytoday.com/maurice-cranston/french-revolution-ideas-and-ideologies>

<http://www.eyewitnesstohistory.com/frenchrevolution.htm>

<http://www.sparknotes.com/history/european/frenchrev/summary.html>

<https://www.youtube.com/watch?v=b6wjzoEDhqk>

<https://www.youtube.com/watch?v=5pXxoyk5wOo>

[https://www.youtube.com/watch?v=suZdYkZ\\_feM](https://www.youtube.com/watch?v=suZdYkZ_feM)

<https://www.youtube.com/watch?v=WG77ggELQzI>



*Figure 10 - Depiction of the storming of the Tuileries Palace on 10 August 1792*

	<b>1788</b>	
	<b>1789</b>	
	<b>1790</b>	
	<b>1791</b>	
	<b>1792</b>	
	<b>1793</b>	
	<b>1794</b>	
	<b>1795</b>	
	<b>1796</b>	
	<b>1797</b>	
	<b>1798</b>	
	<b>1799</b>	

## Key Knowledge – Ideals of the French Revolution

Create a spider diagram showing the key ideas and principles that spread throughout Europe following the French Revolution.

<http://www.historytoday.com/maurice-cranston/french-revolution-ideas-and-ideologies>

<http://alphahistory.com/frenchrevolution/revolutionary-ideas/>

<https://www.ias.edu/ias-letter/israel-revolutionary-ideas>

<https://www.hstry.co/timelines/enlightenment-and-the-french-revolution>

<https://www.youtube.com/watch?v=O0i0yF3GwTk>

<https://www.youtube.com/watch?v=ITTvKwCyIFY>

[https://www.youtube.com/watch?v=X1\\_2NwmIobU](https://www.youtube.com/watch?v=X1_2NwmIobU)

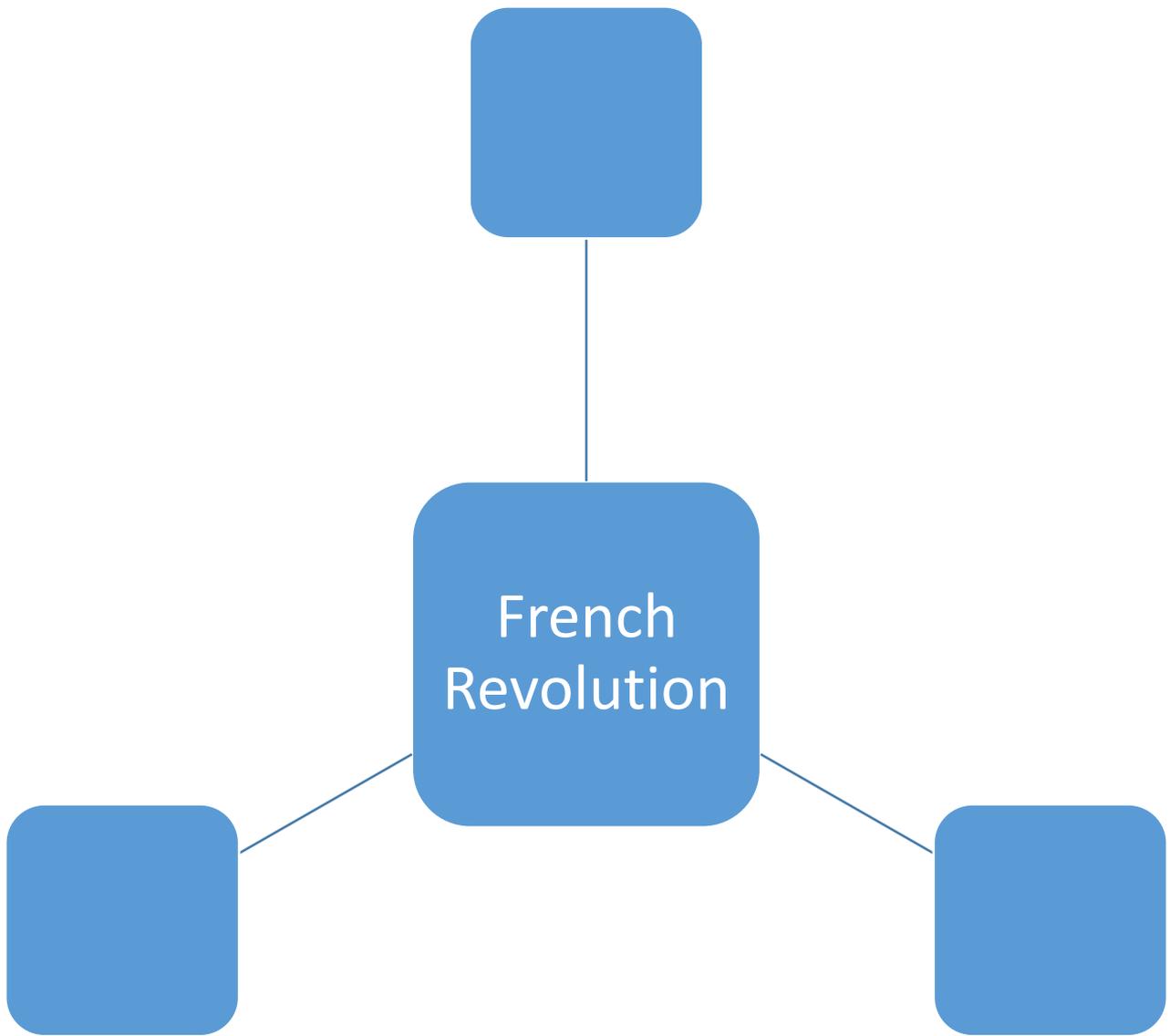
<https://www.youtube.com/watch?v=j0freXc7VGY>



*Figure 11 - 5-Franc piece from 1849*



*Figure 12 - 1 Franc piece from 1899*



## Key Knowledge – Agricultural Revolution

Research the Agricultural Revolution. Find five new ideas/inventions that changed farming and complete the table below.

Idea/ invention	Date invented	Inventor	How it worked?	What it changed?
<a href="http://www.bbc.co.uk/history/british/empire_seapower/agricultural_revolution_01.shtml">http://www.bbc.co.uk/history/british/empire_seapower/agricultural_revolution_01.shtml</a>				
<a href="http://inventors.about.com/od/indrevolution/a/AgriculturalRev.htm">http://inventors.about.com/od/indrevolution/a/AgriculturalRev.htm</a>				
<a href="http://study.com/academy/lesson/the-agricultural-revolution-timeline-causes-inventions-effects.html">http://study.com/academy/lesson/the-agricultural-revolution-timeline-causes-inventions-effects.html</a>				
<a href="http://study.com/academy/lesson/the-agricultural-revolution-timeline-causes-inventions-effects.html">http://study.com/academy/lesson/the-agricultural-revolution-timeline-causes-inventions-effects.html</a>				
<a href="http://www.farmcollector.com/equipment/ten-agricultural-inventions-in-farming-history.aspx">http://www.farmcollector.com/equipment/ten-agricultural-inventions-in-farming-history.aspx</a>				

## Key Knowledge – Industrial Revolution

Research the Industrial Revolution. Find five new ideas/inventions that changed farming and complete the table below.

Idea/ invention	Date invented	Inventor	How it worked?	What it changed?
<a href="http://www.softschools.com/timelines/industrial-revolution-timeline/40/">http://www.softschools.com/timelines/industrial-revolution-timeline/40/</a>				
<a href="http://industrialrevolution.sea.ca/innovations.html">http://industrialrevolution.sea.ca/innovations.html</a>				
<a href="http://science.howstuffworks.com/innovation/inventions/5-industrial-revolution-inventions.htm">http://science.howstuffworks.com/innovation/inventions/5-industrial-revolution-inventions.htm</a>				
<a href="http://www.victorianweb.org/technology/ir/irchron.html">http://www.victorianweb.org/technology/ir/irchron.html</a>				
<a href="http://www.history.com/topics/industrial-revolution">http://www.history.com/topics/industrial-revolution</a>				

Key Knowledge – Prime Ministers of the UK 1785-1870

**Use the website below to create a timeline of British Prime Ministers between 1785 and 1870.**

<https://www.gov.uk/government/history/past-prime-ministers>

<b>Name</b>	<b>Dates</b>	<b>Party</b>	<b>Key Acts</b>

## Key Skill – Significance

Significance is about showing how certain aspects of the past played a more important role than others. Whilst the significance of certain factors depends on the specific enquiry, the process of making a judgement always remains the same. If you are given an exam question that requires you to analyse the significance of something you must be able to explain how certain factors are more and/or less important than others.

**Now rank who you think were the five most significant British Prime Ministers between 1785 and 1870.**

<b>Name</b>	<b>Dates</b>	<b>Party</b>	<b>Why were they more and/or less significant than the others?</b>

## Key Skill – Cause and Consequence

Explaining the causes and consequences of a key event is another crucial skill for an A-level Historian. It is important that in doing this you keep an explicit focus on the question i.e. ensuring that you explain key causes or consequences, but that you also give sufficient support. This means you need to include the key historical details of the cause or consequence as well as making it absolutely clear why it led to or why it was the result of the key event in the question.

**Use your information from the Ideals of the French Revolution task earlier to complete the table showing three key consequences of it.**

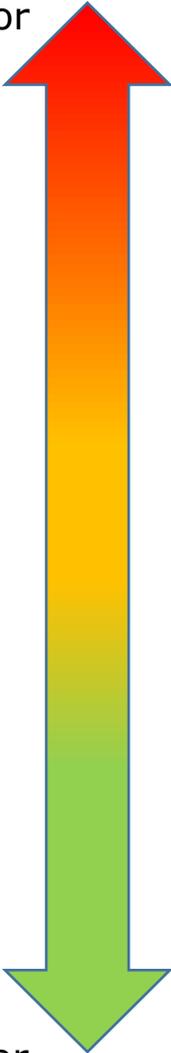
<b>Key ideal</b>	<b>Associated...</b>			<b>Why did it only occur because of the French Revolution?</b>
	<b>Key person</b>	<b>Key date</b>	<b>Key event</b>	

## Key Skill – Change and Continuity

Explaining change and continuity over a certain time period is yet another crucial skill at A-level History. It is important to fully understand what is meant. Questions asking you to explain how far X changed Y between 1785 and 1870, are not just asking you to identify differences and similarities. There is so much more to it than that. When thinking about change and continuity you should imagine a scale of change rather than a table of similarities and differences. The best answers do not just talk about change, but rather how much of a change certain things were.

**Again use your work on the French Revolution to explain a significant change, a mild change and minor change that occurred as a result.**

Type of change	What happened?	Difference(s) made?	Why it only made a [major, mild or minor] difference?
Major			
Mild			
Minor			



## Key Skill – Interpretations

History is not a story that you need to learn. If it was that easy, then surely there would only be one textbook that we would all read? History is about analysing the different interpretations and views that have formed about certain events over time. There is no such thing as a neutral source of information. All sources are valuable and all have limitations. The same is to be said of interpretations. As an A-Level historian you need to be able to compare interpretations and identify their utility (usefulness) and limitations (limits of their reliability).

Compare these two interpretations of the *Reign of Terror* which followed the French Revolution. As many as 40,000 people were executed on suspicion of being anti-revolutionaries. Study the two visual interpretations and answer the following questions:

- What do they suggest about the Terror?
- How do they differ?
- What do they agree on?
- Why might they suggest what they do?
- Bearing that in mind, which one do you think is likely to be a fair view and why?

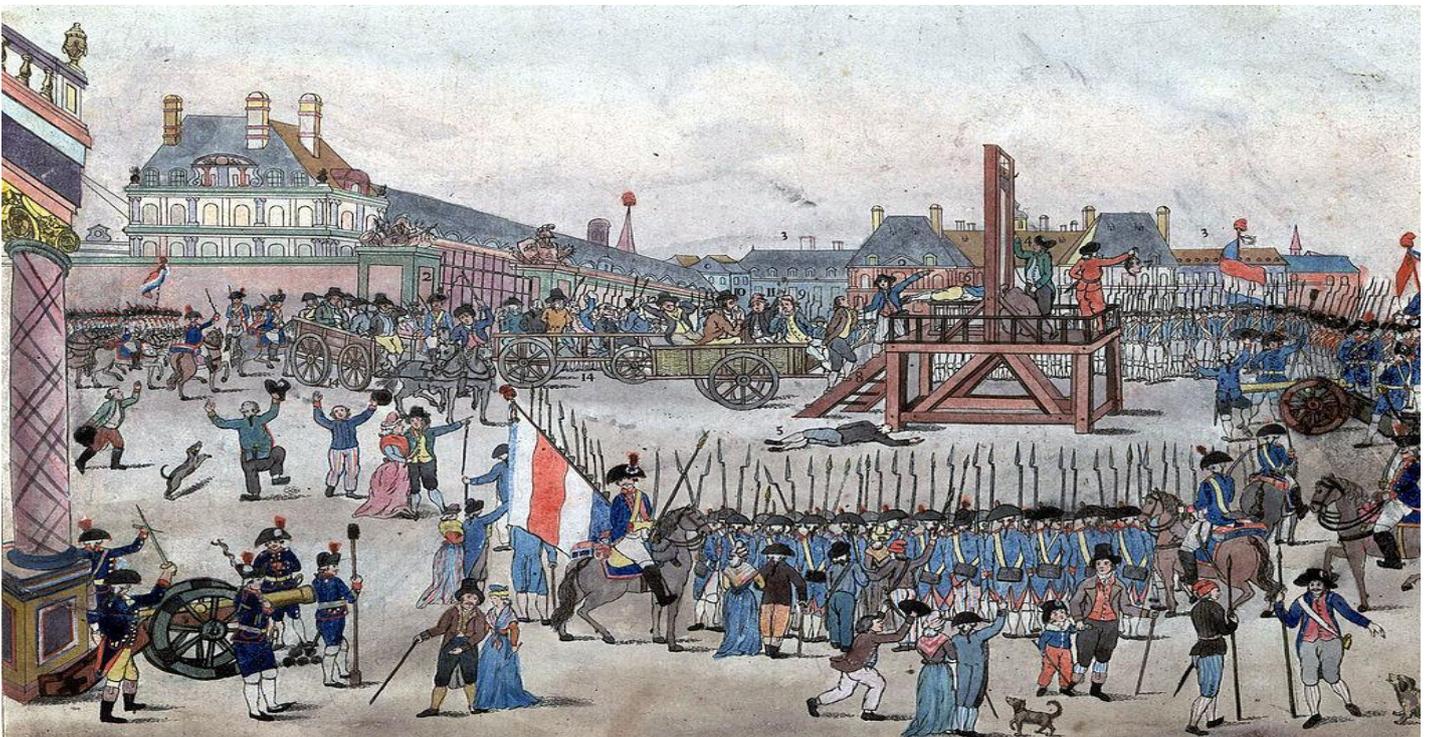


Figure 13 - A French painting showing an execution as part of The Terror



Figure 14 - An English cartoon depicting The Terror

## Glossary of Key Terms

<b>Term</b>	<b>Definition</b>	<b>Example (if possible)</b>
Constitution		
Secret Ballot		
Sedition		
Laissez-Faire		
Jacobinism		
Hunger Politics		
Conservatism		
Liberalism		
(Political) Lobbying		
Industrialisation		
Agrarian		
Trade Unionism		
Co-operative Movement		
Entrepreneurism		
Congress		
Picket		
Mutualism		
Philanthropy		
Empiricism		
Humanitarianism		
Abolitionism		
Republicanism		

## **A Base Line Assessment**

Answer one of the following 20 mark questions.

You should include:

- An introduction,
- At least three key paragraphs,
- A conclusion.

You must not spend more than 45 minutes writing.

### **Either:**

Explain how significant the French Revolution was in changing British society in the late eighteenth and early nineteenth centuries?

### **OR**

Explain how far the French Revolution changed politics in Europe after 1788?

### **OR**

Explain the significance of the effects (consequences) of the French Revolution in Britain?

## **The World Is Out There**

Here are some suggested visits/ enrichment activities that could be done over the summer to prepare you for to prepare for this unit. **Those in bold are free entry.**

### **Houses of Parliament –**

<http://www.parliament.uk/visiting/visiting-and-tours/>

Framework and Knitters Museum –

<http://www.frameworkknittersmuseum.org.uk/educational-visits/luddites/>

### **British Museum - Luddite Exhibit –**

[http://www.britishmuseum.org/research/collection\\_online/collection\\_object\\_details.aspx?objectId=1620200&partId=1](http://www.britishmuseum.org/research/collection_online/collection_object_details.aspx?objectId=1620200&partId=1)

### **Tollpuddle Martyrs Museum –**

[www.tolpuddlemartyrs.org.uk](http://www.tolpuddlemartyrs.org.uk)

### **The Victoria and Albert Museum –**

<http://www.vam.ac.uk/page/i/industrial-revolution/>

Richard Arkwright Factory –

<http://www.massonmills.co.uk/>

### **Museum of London – Chartist Exhibit –**

[http://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=2&ved=0ahUKewjsvYCBsdrLAhXDnBoKHYYMmAgUQFggjMAE&url=http%3A%2F%2Fwww.museumoflondon.org.uk%2Fexplore-online%2Fpocket-histories%2Fpolitical-protest-london-17501900%2Fwhat-was-chartist-movement%2F&usq=AFQjCNETU6OB0wHgNX-aM-Afe\\_hbO2\\_C9g&bvm=bv.117604692,d.d24](http://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=2&ved=0ahUKewjsvYCBsdrLAhXDnBoKHYYMmAgUQFggjMAE&url=http%3A%2F%2Fwww.museumoflondon.org.uk%2Fexplore-online%2Fpocket-histories%2Fpolitical-protest-london-17501900%2Fwhat-was-chartist-movement%2F&usq=AFQjCNETU6OB0wHgNX-aM-Afe_hbO2_C9g&bvm=bv.117604692,d.d24)

Peoples' History Museum –

<http://www.phm.org.uk/visit-us/groups/>

### **International Slavery Museum –**

<http://www.liverpoolmuseums.org.uk/ism/>

### **Museum of London – Docklands – London, Sugar and Slavery Exhibit –**

<http://www.museumoflondon.org.uk/docklands/whats-on/permanent-galleries/london-sugar-slavery/>

Produced by Danny Jackson on behalf of the PiXL Club 2016.

This pack is relevant for **Edexcel, option D unit 1: Britain c.1785 – c.1870: The Growth of Parliamentary Democracy.**

**OCR also do:**

- Britain: From Pitt to Peel 1783–1846
- Britain: Liberals and Conservatives 1846–95
- Britain: The Condition of England 1815–53
- Britain: The Age of Gladstone and Disraeli 1865–86

**AQA also do:**

- Industrialisation and the people: Britain, c1783–1885
- Challenge and transformation: Britain, c1851–1964