**GCSE History Knowledge Organiser: The Power and the People (Paper Two Section A)**

**Possible homework tasks/GCSE style questions**

**In the GCSE, the exam questions always follow the same format**

**In question 1**, you will always be asked to evaluate a source. **(See example below)**

**You will need to interpret the content of the source, and use your knowledge and the provenance/ origin to evaluate**

**In question** 2, you will always be asked about the significance or importance of an event or individual (see below)

**In question 3**: you will always be asked to compare two events. You could compare the motives/ or aims of those involved or the Causes, the methods used, and the outcome.

**These questions are worth 8 marks**. Your material for each response can be organised into two or three paragraphs.

**Question 4** is always worth 16 marks + 4 SPAG . You need to consider the factor in the question + 2 other factors

1. **How useful** is Source 4 p 70 when studying the aims of the Anti-corn Law League?
2. **Explain the signifi**cance of Lord Shaftesbury in terms of promoting social reform.
3. **Compare** the Anti-Slavery League with the Ant-Corn Law League
4. How important were individuals in the campaign for Social Reform in the 19th Century?

**Part Three: The 19th century Reform and Reformers**

|  |  |
| --- | --- |
| **Sub-topics** | |
| 2.1  2.2 | The extension of the franchise: radical protest; the Great Reform Act, causes and impact, including further reform; Chartism, causes, actions and impact. |
| 2.3 | * Protest and change: campaigning groups and their methods and impact, including the Anti-Slavery movement; the Anti-Corn Law League; factory reformers; social reformers. |
| 2 .4 | * Workers movements: the development of trade unionism and its impact, including Grand National Consolidation Trades Union (GNCTU), Tolpuddle Martyrs, New Model Unions and new unionism, including the match girls' and dockers' strikes. |

**Stretch and Challenge – wider reading / independent tasks:**

1. Complete research into the key individuals from this unit for example John Bright, Robert Peel, Lord Shaftesbury , Henry Hunt, Fergus O'Connor
2. Watch the film Peterloo
3. https://youtu.be/z6BO4niwZxY The significance of Chartism ( 6 minutes)
4. https://youtu.be/eh\_pikNlEp4 What was the Peterloo massacre? 6 minutes
5. https://youtu.be/FBIAD6tKmPQ

Who was John Bright 3 minutes

|  |  |
| --- | --- |
| **Key Terms** |  |
| **Disenfranchised** | Take away the vote or take away mps representing that town or place. |
| **Hampden Clubs** | Political societies and debating clubs set up in the 19th Century to demand political reform. |
| **Laissez Faire** | A belief that it is up to each individual , not the government to put right the wrongs of society. |
| **Memorabilia** | Items produced to commemorate an event or promote a point of view. |
| **Non - conformism** | Protestant religion but not the Church of England. |
| **Orator** | Someone famous for their ability to speak in Public |
| **Rotten Borough** | A seat in parliament with just a few voters , which could easily be bought or bribed. |
| **Radical** | Far reaching change . Someone who wants great changes in the way the government is run |
| **Utilitarianism** | A belief that society should act in a way that benefits people most of the time |

**Key facts**

**3.1/3.2** The 1832 Reform Act is often thought of as a huge stepping stone on the road to democracy and government by the people

* To many contemporaries it was a huge disappointment.
* The Chartists attempted to force the government to concede universal suffrage and the government was equally determined to resist.
* The chartists movement died out without achieving most of its aims , however most of its demands were granted later.

**3 .3** The Anti-Corn Law League and the movement to abolish slavery both had similar methods and were both successful.

* Throughout the 19th century individuals such as Thomas Clarkson , John Bright, Robert Peel played a huge part in forcing change out of a reluctant government , selflessly working to ameliorate the lives of millions of people.

**3.4** Trade Unions developed as working men( and later working women) banded together to try to improve their standard of living and protect their jobs.

* Sometimes unions were successful ( Besant), sometimes they weren't .
* Employers and governments were mostly hostile to such attempts , seeing them as restraint of trade.
* The law was repeatedly used to limit the effectiveness of the unions and any gains made by workers tended to be short -lived
* Union membership grew throughout the period , although only about 10% of workers were a member of a union by 1900.
* The Union movement led directly to the formation of the Independent Labour Party