GCSE History Paper 1 Historic Environment - Migrants in Britain: *Notting Hill c.1948-c.1970*

PLEASE NOTE: It is important to be aware of certain offensive words used at the time because that was the reality people dealt with, however these racist words have been blanked out here.

- **1945** – End of Second World War
- **June 1948** – First 500 Caribbean migrants arrive on the SS *Windrush*
- **1958** – Notting Hill riots and *West Indian Gazette* is launched
- **Jan 1959** – Caribbean Carnival
- **May 1959** – Murder of Kelso Cochrane
- **1963** – Bruce Kenrick sets up NHH
- **1966** – London Free School organise the first Notting Hill Carnival
- **1968** – The Metro Club opens and BPP set up
- **1970** – 'Mangrove 9' trial

1945 Rationing in place **1950** | Economic recovery **1960** | 'Swinging Sixites' **1970**

1.1 The national and regional context

WWII left Britain exhausted after years of fighting, £21 billion in debt and in desperate need of rebuilding - however there was a severe shortage of workers and housing

The Second World War and Britain

Britain's colonies had sent money and millions of people to serve in the military. Germany had even attacked the Caribbean with submarines, causing goods and food shortages.

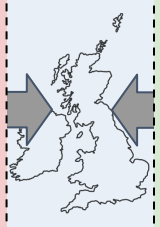
German bombing raids killed 43,000 in Britain; in London, 70,000 buildings were destroyed and the **Blitz** left 1 in 6 Londoners homeless; rebuilding would take decades and need 1000s of workers.

However, there was a severely depleted workforce in the UK: a lot of married women left jobs and other workers retired after WWII; postwar hardships saw 1.5m emigrate to Australia and Canada.

SOLUTION - the 1948 BRITISH NATIONALITY ACT is passed:
Everyone in the **Commonwealth** now had the right to live and work in the UK.

BUT… WHY DID PEOPLE IN THE CARIBBEAN WANT TO COME TO THE UK?

PUSH FACTORS (Reasons to leave):
- There was a lack of jobs for Caribbean workers due to the draining of natural resources by the British Empire, plus the best jobs often went to white migrants from Britain rather than local black people
- Wages were very low



PULL FACTORS (Reasons to come):
- Many saw Britain as the 'mother country' - schools taught British history, not black people's African history (e.g. **Queen Nanny**)
- Short-term migrant work was normal for Caribbean workers, who sent money home
- British firms advertised in the Caribbean, despite the UK government discouraging it
- The appeal of starting a new life
- Wages were 3-4 times more in the UK

WHERE DID MANY MIGRANTS END UP WORKING?

1. London Transport - hired many migrants as drivers and **conductors**; LT even lent travel fares to 3,500 Barbadians to come to the UK to work; LT took advantage of black people willing to work long shifts for below average wages.

2. NHS - The postwar Labour government created the *National Health Service*, but there was a lack of workers, so major recruitment took place across the Commonwealth; by 1965, 5,000 Jamaicans nurses worked in the UK.

HOWEVER… no anti-discrimination laws yet, so black people often did low skilled jobs they were overqualified for and faced lower wages than white people for the same job, **colour bars** and little support from **trade unions**.

CHANGING TIMES…

Post-war London: many Caribbean migrants were shocked by the bomb damage, **rationing** and poverty.
BUT, by the 'Swinging 60s': black **activism** was on the increase, influenced by young people of all races looking to challenge 'traditional' society.

1.2 The local context of Notting Hill - why did a large black community develop there?

The appeal of the area:
Migrants often arrived at Paddington station in West London, Notting Hill was close by and already had an existing black community, so new arrivals were naturally attracted to the area.

Overtime, black-owned businesses (e.g. **Island Records**) on **All Saints Road** and market stalls on Portobello Road opened catering to the black community (meaning they did not have to travel all the way to Brixton for Caribbean products), increasing the appeal of the area, but they also faced frequent racism and police intimidation.

Availability of housing:
This was hard to find for migrants due to racism, but Notting Hill landlords were willing to rent to migrants, mainly because no one else wanted to live in their properties because of the poor conditions, plus they could set up **HMOs**, and get away with charging higher rents as there were no laws against racial discrimination yet.

Some later improvements: the 1965 Rent Act outlawed unfair rents and people like Bruce Kenrick set up *Notting Hill Housing (NHH)* in 1963 to provide better quality, more affordable accomodation.

1.3 The influence of Caribbean culture in Notting Hill

The deep connections between Caribbean migrants in the Notting Hill area led to the development of a strong local cultural identity in reaction to, but also to protect migrants, from the racism they regularly faced in everyday life.

CHURCHES

Going to church was a major part of Caribbean life. Black Christians started to form their own churches due to hostility from British churches.
In 2020, the Church of England apologised for the racism experienced by black people from the 1950s.

PUBS & CAFES

The desire for food and products from the Caribbean and bans on black customers in pubs, cafes and restaurants created new opportunities for businesses to benefit from:
- *The Apollo* and *The Piss House* were pubs that aimed to attract black customers.
- Frank Crichlow (originally from the Caribbean island Trinidad) opened the *El Rio* cafe in 1959, and later the *Mangrove* (pictured).

These places were frequent victims of police harassment.

MUSIC

Music significantly helped to develop a community identity:
- **Calypso** singer Aldwyn Roberts (*'Lord Kitchener'*) was very popular, but the only way you could listen to Caribbean music was through **pirate stations**.
- *The Metro Club*, one of the only London clubs for black people, opened in 1968.
- **Shebeens** provided popular entertainment for black people, but were often broken up violently by the police.

COMMUNITY SUPPORT

Organisations set up by the community brought people together by providing support in areas such as:
- Childcare and families (*The London Free School*)
- Providing housing (*The Unity Association*)
- Legal advice and education (*Black People's Information Centre*)
- 'Pardner schemes' to help black people save to buy their homes.

GCSE History Paper 1 Historic Environment - Migrants in Britain: *Notting Hill c.1948-c.1970*

2.1 Racism and policing

In 1950s Britain, the relationship between the police and black communities was toxic. Black people did not trust in the police to protect them and the police were almost all white and openly racist, today we call this **institutional racism**.

WHY?

- Most of the police shared the same racist views as many other British people, seeing features of Caribbean culture (food, music) as threatening and un-British.
- There were no laws against racial harassment in the 1950s, so the police could do as they pleased (**'Sus Law'**).
- Unlike today, the police had no interest in understanding the communities they policed, and rejected offers from black community leaders to do so.

How the police dealt with a series of issues and events in the 1950s confirmed the feelings of the black community towards them and brought racial tensions in Notting Hill to boiling point:

ANTI-IMMIGRATION GROUPS

Black people in Notting Hill felt the police did little to nothing to protect them from attacks by racist groups in the area such as the **'Teddy Boys'**, the **White Defence League (WDL)** and **Oswald Mosley**'s Union Movement. The last two groups deliberately set up offices in Notting Hill, to stir up racial tensions by playing on the prejudices of local white people.

THE NOTTING HILL RIOTS

Over 2 weeks in Aug 1958, the UK was shocked by some of the worst race riots ever seen - they happened in Notting Hill because of years of building tensions, but the trigger was a fight that broke out over a mixed race couple.

100s of white youths targeted black homes, the black people who tried to defend their neighbourhoods ended up also being labelled 'rioters' by the police. Of the 108 arrested at the time, 72 were white and 36 were black.

THE MURDER OF KELSO COCHRANE

Kelso Cochrane was a black man who moved to Notting Hill in 1954. In May 1959 he died after being stabbed by white youths who were never caught. Many in the black community were angry that, like the riots, the police were more concerned with denying there was a racial motive - probably to prevent more riots.

2.2 Black British activism in Notting Hill

Kelso Cochrane's murder was a turning point in civil rights and opposition to racism. For many black people, it was a sign that it was up to them to protect their rights and lives, as the police were not going to do it.

KEY INDIVIDUALS

Claudia Jones

- A civil rights campaigner in the US who came to Britain after being deported.
- Launches ***West Indian Gazette*** newspaper (1958) and organised the *Caribbean Carnival* (1959) to celebrate African-Caribbean culture, inspiring the **Notting Hill Carnival**.

Darcus Howe

Altheia Jones-Lecointe

Leaders of the **British Black Panthers (BPP) -** Campaigned against police brutality, for greater equality for black people and promoted 'black pride'. Both were also part of the *'Mangrove 9'* (see right).

KEY EVENT: THE 'MANGROVE NINE'

- The Mangrove restaurant was run by Frank Crichlow. Popular with black and white celebrities, it also gave support and legal advice to the black community.
- Angry at the frequent and unjust police raids of the Mangrove, the BPP helped organise a protest march in Aug 1970. 9 people were arrested and charged with 'inciting a riot' - probably to act as a warning to others.
- In a high profile trial, the 9 defendants (those on trial) successfully highlighted the weaknesses in the evidence against them and were all acquitted (cleared).

Why was this important? Their victory was a landmark in black British civil rights as the judge acknowledged there was racism within the police and it inspired many others to continue the fight against injustice.

2.3 Key to exam success - Understanding local and national sources / evidence

This unit requires you to understand the range of contemporary evidence available to historians, and to assess the strengths and limitations (including provenance) of this evidence to decide on usefulness

Articles or photos from newspapers and other news reports:

- National (eg. *The Times*, *BBC*) - Aim to inform public, but largely reflect the bias in society against black community; *Daily Mail* in particular was strongly anti-immigration and pro-police.
- Local - is their audience largely black/anti-racist (*Searchlight*, *West Indian Gazette*) or white?

Can we trust newspaper reports? - think: motivation?; is it promoting something?; it is hiding anything?

Official sources: Purpose is to provide accurate information, usually from a wide range of research; not necessarily published, so can be trusted - ***BUT, sources from the police at the time would want to protect themselves and played down the racism in society.*** **Examples:** local surveys; photos; records from charities; coroners' reports; court records; local police records; National Archives - something from there must be seen to be useful.

Personal accounts (eg. diaries, interviews): Think - 1. *Origin* - who is it from?; 2. *Purpose* - is it private? Could they have an agenda?; 3. *Context* - what's happening then to support or challenge their view?

Key Vocabulary

Activism	Actively protesting/campaigning (sometimes aggressively) to bring about political or social change
All Saints Road	The main road running through Notting Hill, which became a focal point for the black community
The 'Blitz'	Nine month German campaign of almost nightly bombings of major UK cities from Sept 1940
Calypso	A musical genre that originates from the Caribbean island of Trinidad
Colour bar	Denying ethnic minority people the same rights and opportunities as white people
Commonwealth	Name for the international group consisting of Britain and most of its former colonies
Conductor	Someone who worked on buses collecting fares from passengers
Contemporary evidence	Evidence from the time that you are studying (eg. a photograph, news report, public records)
HMOs	Houses of Multiple Occupation, a house rented to many tenants, making landlords a fortune
Institutional racism	When an organisation deliberately treats a group unfairly because of race, and it is unchallenged
Island Records	Jamaican music company that moved to Notting Hill, encouraging a vibrant local black music scene
'N*** hunting'**	The name the police gave to deliberately searching for black people to arrest
Norwell Roberts	First black officer to join Met Police after WWII (in 1967), he suffered racism and promotion blocks
Notting Hill Carnival	Celebration of African-Caribbean culture first held in 1966, today it is Europe's largest street festival
Oswald Mosley	Ex-Nazi supporter - his Union Movement stirred up racial tensions by saying *'Keep Britain White'*
Pirate station	A radio station that broadcasts without a licence
Provenance	The background of a source - who made it, when and why?
Queen Nanny	Leader of the Maroons, a group of former enslaved people who resisted British rule in Jamaica
Rationing	Government policy which limited what people could buy to ensure there was enough for everyone, for another 9 years after WWII, everything was rationed, from electricity to bread
Shebeens	Unofficial clubs held in people's homes or abandoned buildings
Shilling	Unit of currency, there were 20 in a pound - in today's money, a shilling is roughly £2.50
Slums	Term used to describe the poor quality housing rented out to Caribbean migrants
Sus Law (Suspicion Law)	Law that gave police powers to stop and search anyone suspected of *potentially* committing crime, abused by the police who mainly stopped black people - parallels with 'stop and search' today
'Swinging Sixties'	A time of greater opportunities for young people (due to economic growth in the 1950s) who became more aware of politics and social rights and freedoms - London was the cultural centre of this
'Teddy boys'	1960s youth movement inspired by Edwardian fashions and rock n'roll music
Trade unions	Organisations that protect workers' rights, they saw increased immigration as a threat to members
West Indian Gazette	Newspaper launched by Claudia Jones to give a voice to the black community
White Defence League	Neo-Nazi group that would later unite with other groups to form the British National Party
Xenophobia	Fear of someone or something that is foreign

GCSE History Paper 1 Thematic Study - Migrants in Britain: *Medieval England c.800-1500*

793 First recorded Viking raid of England | 865 Viking invasion starts | 1002 St. Brice Day Massacre | 1066 Norman Conquest | 1070 Jews invited by William I to England | 1144 First 'blood libel' spreads | 1218 Jews ordered to wear yellow cloth | 1220s Lombardy bankers begin to settle | 1290 Jews exiled from England | 1348-50 The Black Death | Hundred Years War | 1381 Peasants Revolt | Mid 1400s Hansa merchants control cloth trade | 1485 Start of Tudor period

C.800 Saxons and Vikings | **1066** Norman England | **1200** Later Medieval Period | **1500**

1.1 Background: Migration (the movement of people from one place to another) to England up to c.800

Over a thousand years ago, England was an attractive place for migrants to settle because it was rich in natural resources that were of great value:

- **Wheat** could be easily grown in the South and East
- Valuable **metals** like iron could be mined
- **Wool** was needed for cloth, and sheep **thrived** in England
- **Honey** was useful for sweetening food and making beer
- **Fish** were plentiful in the seas around England
- **Salt** was vital for the preservation of food

Who was settling in England up to c800?

1. The **Romans** invaded and settled from **43CE**, building towns and roads. From 400CE, they returned to Europe to defend the Empire

2. From **430CE**, **Saxons, Angles and Jutes** (from what we now call Germany and Denmark) invaded, settled, inter-married and became the 'English' - today, it is believed that a third of modern Britons' DNA is **Anglo-Saxon**

3. From the **mid-6th century**, **Christian missionaries** from Ireland, Scotland and Europe arrived to spread Christianity across England

1.2 What were the reasons for migration to England from c800-1500?

Throughout this topic, to succeed you need to be aware of how FOUR key factors have affected migration over time:

	VIKINGS (From 865)	NORMANS (From 1066)	JEWS	OTHER EUROPEANS (From 1220s)
GOVERNMENT	The successful conquest of most of England (apart from Wessex) encouraged further migration up to 950.	William I's conquest of England encouraged further Norman migration as they would be protected and favoured.	Jewish moneylenders were invited to England from 1070 by William I so that he did not have to rely on the wealth of barons. Jews had the incentive of being able to charging interest (usury) on loans.	
ECONOMICS & TRADE	England's fertile land was a key factor - many opportunities for farming and trade, the city of York offered excellent trade links.	William's brutal defeat of rebellions and the Feudal System (next page) meant there was a lot of land that could be seized and built on.		Lombardy bankers came from the 1220s looking to take over from Jewish lenders. While, skilled workers from the Low Countries sought to benefit from the opportunities presented by the Black Death; Hansa merchants (from 1400s) got royal protection and paid lower taxes.
RELIGION		Greater importance of the church encouraged Norman migration (very religious).		
ATTITUDES IN SOCIETY				Society was welcoming: Lombardy bankers also helped businesses, not just monarchs; Skilled workers from the Low Countries shared valuable skills and created job opportunities for the English.

Key Vocabulary

Anglo-Saxons	Invaders from northern Europe who settled in England from the 5th century (c.400AD)
Barons	Wealthy landowners who could raise their own armies
Black Death	The 1348-50 bubonic plague spread across Europe - killed 30-40% of England's population, leading to a worker shortage
Economy	The wealth of a country, based on the production of goods and services that people pay for
Fertile	Land that is able to support farming and the growing of food
Hansa merchants	Merchants from Germany who were part of the powerful Hanseatic League trading group
Lombardy	The name for a collection of powerful cities in the north of Italy
Low Countries	Term used to describe modern Belgium, Luxembourg and the Netherlands
Missionary	Religious person who travels to new places with the intention of spreading their faith
Normans	People from northern France who successfully conquered England in 1066
Thrived	To be healthy and do well
Vikings	People from Scandinavia (Norway, Sweden & Denmark) who invaded England in the 9th century, spoke Old Norse
Wessex	An Anglo-Saxon kingdom that was the only one to resist Viking conquest, thanks to Alfred the Great
York	Major city within the kingdom of Northumbria - taken by the Vikings in 866, it prospered under them

GCSE History Paper 1 Thematic Study - Migrants in Britain: *Medieval England c.800-1500*

1.3 What were the experiences of migrants from c800-1500?

You need to understand how the experiences of migrants varied over time to successfully answer exam questions like: 'The experiences of migrants in England, in the period c800-1500, were positive'. How far do you agree?

VIKINGS

POSITIVES

- Under kings like Aethelstan and **Cnut**, **Danes** and Saxons lived in peace together.
- Vikings did become Christians, but many also continued to worship Norse gods as well (like Thor).

NEGATIVES

- But, Saxon king **Ethelred** carried out the St. Brice's Day massacre against **Danes** living in England out of the fear that they would join up with Vikings who continued to raid despite being paid **Danegeld**.

NORMANS

POSITIVES

- Following William's successful ***'Harrying of the north'*** and castle building, the Normans did not face any major threats.
- The **Feudal** System completely reorganised land ownership and the Domesday Book allowed William to raise more taxes - giving him complete control of England.

NEGATIVES

- Always unpopular, because of the Domesday Book (the people named this survey of who owned what) and the **Forest Laws** - which made many criminals overnight.
- Had to introduce the Murdrum fine to protect Norman nobles who were being murdered (enforced fine on whole village).

JEWS

POSITIVES

- Jews were accepted members of society because of the help they provided to businesses and trade.
- Jews had the freedom to live in **Jewries**, close to those who shared the same beliefs and customs.

NEGATIVES

- However, **anti-semitism** grew significantly from the mid-1100s due to the spread of **'blood libels'** and teachings of the church (that Jews killed Jesus Christ).
- Restrictions increased (1218 - had to wear yellow cloth; 1275 - could not charge interest anymore), by 1290, they had to convert to Christianity or face exile.

OTHER EUROPEANS

POSITIVES

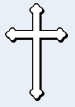
- Skilled workers (in particular **Flemish** weavers) settled well and were greatly valued for the role they played in the growth of English trade and towns.
- Lombardy banking families and Hansa merchants received royal protection and prospered - so much so that it didn't even matter when Edward III refused to pay what he owed!
- Hansa merchants lived and worked within the **Steelyard**. They also got lower tax rates and ultimately controlled most of England's cloth industry by the mid-1400s.

NEGATIVES

- Migrant craftsman sometimes clashed with **guilds**, who accused them of taking 'English' jobs and under-selling goods. The Flemish weavers were allowed to form their own guild in order to reach an agreement with the others.
- Easy targets in bad times (due to resentment over special privileges). During the 1381 Peasants Revolt, 150 foreign weavers and merchants were murdered, and the Steelyard was attacked.

1.4 What was the impact of migration within England from c800-1500?

You must be aware of the FOUR key factors to be able to answer 16 mark exam questions like: 'The impact on culture was the most significant consequence of migration to Britain during the Middle Ages'. How far do you agree?

	VIKINGS	NORMANS (From 1066)	JEWS (From 1070)	OTHER EUROPEANS
GOVERNMENT	Ideas of democracy and trial by jury developed from Viking customs (**things**).	The Normans were placed in all prominent positions, their authority was shown in the destruction of some villages and the building of castles and cathedrals.	Their money strengthened governments because monarchs did not depend on local barons and helped to fund castle building.	
ECONOMICS & TRADE (By 1500, England's economy went from primary to **secondary**)	Viking trade links (Cnut ruled over Norway and Denmark as well) meant that the **Danelaw** prospered, York became a major trading centre.		Jewish money also helped support communities - by setting up businesses and building up Oxford university, but this still did not save them from exile in 1290.	**Flemish** weavers' skills and the Hansa merchants' trade links made the cloth trade England's main source of wealth as well as taxes on the import and export of goods. Lombardy bankers' money & skills helped finance trade, turned London into a international financial centre and funded wars.
RELIGION 	The Church lost land, wealth and importance under the Vikings.	The church's power grew under the Normans, so religious figures came to England to set up monasteries and abbeys.		
ATTITUDES IN SOCIETY & CULTURE	Old Norse words absorbed into English; places in the **Danelaw** identified more with the **Danes**.	The **feudal** social structure remained for centuries; slavery ended with the Domesday Book; French words became common: *'pork'*, *'beef'*.		

Key Vocabulary

Anti-semitism	Resentment and prejudice directed towards Jews (Semites)
'Blood libels'	Fake stories which aimed to stir up hostility towards Jews - claims of sacrificing Christians
Cnut (pronounced Canute)	Dane king of England from 1016, who brought peace and prosperity
Dane	Name for those who were descended from the Vikings living in England
Danegeld	Money that the Saxons paid to the Vikings to make them stay away from England - was unsuccessful
Danelaw	The name for the Viking controlled areas of England from 878
Feudal	Medieval social structure based on the exchange of land for loyalty or service
Flemish	Name for the people and language of Flanders, a region in the Low Countries and modern Belgium
Forest Laws	Laws passed under William I which prevented the public from using protected 'King's land'
Guild	An organisation which set prices, wages and work conditions for various crafts and trades
'Harrying of the north'	Name for William I's brutal campaign against rebellions in the north of England
Jewries	Separate areas of towns and cities where Jews lived, but they were not forced to
Secondary economy	An more profitable economy where a country makes goods, rather than just growing things (primary)
Steelyard	Central London base of the Hansa merchants, who kept within their own close-knit community
Things	Local meetings held by important Viking families which could make laws and judge criminal matters

GCSE History Paper 1 Thematic Study - Migrants in Britain: *Early Modern England 1500-1700*

1517 'Evil May Day' attacks | 1530 Henry VIII gives 'gypsies' 16 days to leave | 1533 English Reformation begins | First Huguenot migrants arrive | 1554 Mary I makes being a 'gypsy' a crime | 1561 Flemish sent to Sandwich | 1572 St. Bart's Day massacre & 1st Huguenot migration | 1575 Walloons sent to Canterbury | 1600 Formation of East India Company | 1630 Charles I invites Dutch engineers to drain the Fens | 1642-51 English Civil War | 1655 Return of Jews to England | 1685 2nd Huguenot migration begins | 1688 The 'Glorious Revolution' | 1709 Protestant Naturalisation act & Palatine migration starts

1500 — 16th Century — 1550 — 1600 — 17th Century — 1650 — 1709

1.1 Background: What was England like in the 16th and 17th centuries?

The Medieval period ended by 1500. 1500-1700 is known as the Early Modern period. England changed significantly during this time, and these changes then had a impact on migration to England:

WHO HAD THE POWER?

By 1700, the power of the monarchy had significantly reduced in favour of Parliament:

- Parliament won the English Civil War (1642-51) against Charles I who was executed - **Oliver Cromwell** ruled England as a **republic** for 11 years.
- Parliaments now *chose* the king: Parliament invited Charles II to restore the monarchy in 1660 and **William of Orange** to overthrow James II in 1688.

WHY HAD ENGLAND BECOME WEALTHIER?

By 1500, migrants like the Hansa merchants had greatly expanded England's trade links. This continued, and by the mid-1600s, England had established trade routes to India and West Africa.

WHY WERE THERE RELIGIOUS DIVISIONS?

By far the most significant change from 1500-1700 was in religion. From 1533, the **Reformation** in English led to a period of religious instability as the country switched back and forth between Catholicism and Protestantism, depending on the religion of the ruling monarch.

What impact did this have on migration?

These power struggles could make it easier for migrants to enter England, as Kings or Parliament encouraged migration as they needed allies to support them.

England's growing trade links led to merchants and sailors migrating from all around the world, but also *forced* migration, as the 1660s saw the start of England's involvement in the slave trade.

A key factor for 1500-1700 migration, Protestants and Jews facing persecution (attacks) in largely Catholic countries viewed England increasingly as a tolerant and safe place.

Key Vocabulary

Denizen	Someone given the right to live in England with other guaranteed civil rights
East India Company	Trading company created by order of Elizabeth I to establish strong trade links with India
Edict of Nantes	1598 French law that gave Protestants religious freedom - revoked (withdrawn) in 1685
'Evil May Day'	Angry riots that saw Londoners target and attack immigrants mainly around the Steelyard
Huguenots	French Protestants who came to England in 2 waves from 1572 and 1685 (much larger)
Moors	Black people from North Africa, Catholics took control of all Spain from them by 1500
Oliver Cromwell	Parliamentary army leader who became Lord Protector of England from 1649-60
Protestant Naturalisation Act	Law which allowed European Protestants to live in Britain with full civil rights as long as they swore loyalty to the Crown, aimed to attract highly-skilled migrants
Reformation	The spread of Protestantism throughout Europe in challenge to the Catholic Church
Republic	A country that is not ruled by a monarch
St. Bart's Day massacre	Mass killings of Protestants in France ordered by the King - 10,000 were murdered
William of Orange	Dutch Protestant duke who became William III of England in the 'Glorious Revolution'
Walloons	People from modern Belgium who came to England in the 1560s to escape Spanish rule

1.2 What were the reasons for migration to England from 1500-1700?

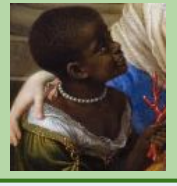
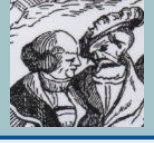
You must be aware of the FOUR key factors to be able to answer 4 mark exam questions which will always compare examples from different time periods, such as: 'Explain ONE way in which the reasons Indians migrated to England in the 16th century were DIFFERENT from the reasons why Jews migrated to England in the 11th century'.

	PROTESTANTS	AFRICANS	INDIANS	DUTCH	JEWS
GOVERNMENT	Protestant migration was encouraged due to specific actions of the government: Charles II granted **Huguenots** ***'denizen'*** status; the 1709 **Protestant Naturalisation Act**.				Cromwell let Jews return to England from 1655. He claimed as there was no monarchy, their royal expulsion was invalid.
ECONOMICS & TRADE	Many **Walloons** and **Huguenots** came to England with in demand skills they knew would bring them success; **Palatines** (from modern-day Germany) were mainly poor farmers who suffered from bad harvests, England offered a new life or the chance to get to America.		Employees of the **East India Company** settled for several years in India with their families. When they returned, they often brought their Indian servants, like *ayahs* (nannies) and *lascars* (sailors).	Charles I invited Dutch engineers to use their skills to drain the Fens (area of marshland in the East) to create more farmland.	Cromwell knew that the skills Jews would bring could boost England's weak economy.
RELIGION	Protestant England offered an escape to **Huguenots** fleeing persecution in France due the **St Bartholomew's Day Massacre** and later, the revoking of the **Edict of Nantes**.	Some African migrants were **Moors**, they were welcomed due to the sympathy of English Protestants as they had been at war with Catholics over Spain.			Cromwell was very religious, he hoped to convert Jews to Christianity, which he believed Christ wanted.
ATTITUDES IN SOCIETY	The second wave of **Huguenot** migrants from 1685 had family links to earlier **Huguenots** who had settled well in England and were valued by society because of their contributions; **Palatines** were initially met with sympathy and generosity.	Africans also came to England as servants, *but not enslaved* - this was illegal in England. Racism was not common, so many black people were treated fairly. By 1600, it was fashionable for the nobility to have black or Asian child servants.			

GCSE History Paper 1 Thematic Study - Migrants in Britain: *Early Modern England 1500-1700*

1.3 What were the experiences of migrants from 1500-1700?

This will help you to answer 16 mark exam questions like: 'Britain welcomed Protestant immigrants between 1500-1750 as they brought benefit to the country'. How far do you agree with this statement?

	POSITIVES	NEGATIVES
PROTESTANTS	👍 Groups like the Huguenots and Walloons no longer faced religious persecution in England. 👍 While some Huguenots were poor, the majority settled well and prospered due to having in demand skills (weaving, finance) which benefitted England's economy, so they were valued by those in power and accepted by local communities (e.g. Walloons in Canterbury, Huguenots in Spitalfields, London). 👍 London churches raised £20,000 in support of the Palatines initially.	👎 Some Protestants faced jealousy and resentment (e.g. Flemish weavers in Sandwich) due to fears of 'English' jobs being taken away. 👎 The Palatines were kept in camps and could find no farm work due to bad harvests. They began to be viewed as a nuisance, then people really turned when it was found out that a third of them were actually Catholic! The government disastrously tried to relocate Palatine families to Ireland, while 3,000 risked disease and death by sailing to America.
AFRICANS 	👍 Often treated as equals - Africans in England did a wide range of skilled jobs and were paid the same. 👍 Examples: John Blanke was given a pay rise by Henry VIII; Elizabeth I did not back an order to deport black people; court records show Africans testifying against criminals. 👍 Child servants were usually treated well by nobility that wanted to show their desirable connections to the mysterious and exotic.	👎 Despite slavery being illegal, evidence of runaways suggests some servants were as good as slaves. The increased British role in the slave trade by 1700 saw some servants sold into slavery. 👎 Child servants (African and Indian) would be lonely and isolated far from home, and could be discarded when they grew up.
INDIANS	👍 Some lascars settled in port towns and either worked on different ships or found labouring work. 👍 Some servants were treated respectfully, especially Indian children.	👎 Treatment could be violent and cruel - servants sometimes given false promises of returning home to India. 👎 Some servants were just left at arrival ports in favour of English servants, or discarded later, e.g. ayahs after the children grew up.
JEWISH & ROMANI GROUPS 	👍 Jews quietly returned and settled; allowed to build synagogues, e.g. Bevis Marks, the Great Synagogue. 👍 Allowed to trade and work mainly in finance. Small communities grew up in London and coastal cities. Some became very rich and supported poorer Jews (e.g. funding schools).	👎 Some were poor street traders, leading to anti-semitism; Jews were excluded from universities, the army or working as lawyers. 👎 Romani gypsies' 'nomadic' lifestyle did not fit within social norms: hangings were common; forced transportation from the 1650s.

1.4 What was the impact of migration within England from 1500-1700?

You must be aware of the FOUR key factors to be able to answer 16 mark exam questions like: 'Draining the Fens was the most significant consequence of migration to Britain during the period 1500-1700'. How far do you agree?

	PROTESTANTS	DUTCH	JEWS (From 1650s)	INDIVIDUALS
GOVERNMENT	Introduced the concept of National Debt (the ability of the government to borrow money), this meant the government could fund wars that allowed for the growth of empire and also, unfortunately, protected profitable slave ship routes.		Jewish businessman Lopes Suasso helped fund William III's ***'Glorious Revolution'***. Solomon de Medina secured troops for him.	
ECONOMICS & TRADE	The Huguenots had a huge impact through the use and sharing of their skills: revitalised the silk weaving trade (Spitalfields); kick-started and invested in various manufacturing industries (e.g. cutlery making in Sheffield) and new businesses; their financial skills were key in creating a modern capitalist economy based on banks, credit, stocks and shares. Huguenots invested in the new Bank of England (the first Governor was of Huguenot descent). Protestant migrants invited by struggling towns boosted their economies (Flemish in Sandwich, Walloons in Canterbury).	Over 20 years, Dutch migrants transformed the Fens and how it was used: lakes for eels and fish; 40,000 acres of land for animals to graze on and growing new crops, e.g. hemp for ropes, woad for dyeing cloth.	Moses Hart and others became very successful from trading on the Royal Exchange in London - this created more wealth for England. Rich Jewish families (like the Harts & Franks) created jobs and opportunities for others, e.g. domestic help, decorators, furniture-makers.	
RELIGION	The appearance of Huguenot churches in England, and their increasing acceptance in society, led to more religious tolerance in England - which helped Jews to return.		The Great Synagogue and others led to more religious tolerance in England.	
ATTITUDES IN SOCIETY & CULTURE	Over a few generations, Huguenots integrated well - 25% of Londoners may have some Huguenot ancestry. Huguenot craftspeople, like silk weavers, influenced fashions & styles.			Vergil influenced the study of English history; most early printers in England were Europeans.

Key Vocabulary

Anti-semitism	Resentment and prejudice directed towards Jews (Semites)
Bank of England	Established in 1694 as the bank of the British government
Bevis Marks	The oldest synagogue in London, built in Aldgate in 1701, and still in use to this day
Flemish	Name for the people and language of Flanders, a region in the Low Countries and modern Belgium
'Glorious Revolution'	Term for Dutch duke William of Orange's parliament-backed overthrowing of James II in 1688
'Great' Synagogue	The first synagogue built specifically for Ashkenazi Jews, north of Aldgate, was destroyed during WWII
John Blanke	One of Henry VIII's trumpeters, he was also given a wedding gift by the King
Nomadic	A lifestyle where a group travel from place to place, without a permanent home
Polydore Vergil	Italian sent to England by the Pope in 1502 - wrote books on English history that became compulsory in schools
Romani	Traveller communities who originated from India centuries earlier, persecution led to migration across Europe
Social norms	Ideas that are accepted by most of society, e.g. everyone in Tudor society had a set place within it
Transportation	Punishment involving the removal of criminals from England to work in remote places, like the Americas

GCSE History Paper 1 Thematic Study - Migrants in Britain: *18th and 19th Century Britain 1700-1900*

1709 Protestant Naturalisation act & Palatine migration starts

1769 James Watt develops his steam engine

1772 James Somerset wins his freedom in court

1789 Olaudah Equiano publishes his book

1807 Abolition of slave trade passed

INDUSTRIAL REVOLUTION

1833 Slavery officially ends in British Empire

1846 2nd major blight destroys Irish potato crop

1848 Marx & Engels publish Communist Manifesto

1852 1.3 Irish migrants arrived in Liverpool

1888 'Jack the Ripper' murders

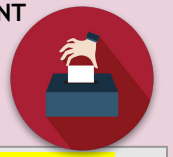
1901 50k Germans and 20k Italians settled in Britain

1700 — 18th Century — 1750 — 1800 — 19th Century — 1850 — 1900

1.1 Background: What was Brtain like in the 18th and 19th centuries?

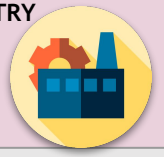
The period 1700-1900 saw Britain undergo extraordinary changes, as it became the first country in the world to fully industrialise. These changes affected everyone's lives and impacted migration…

PARLIAMENT



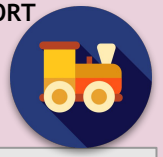
The **1832 Reform Act** paved the way for working class men to have the vote. New laws in the 1800s gave Catholics equal rights to Protestants, lifted the restrictions on Jews (they could now be MPs) and ended Britain's role in the slave trade by 1833.

INDUSTRY



The industrial revolution saw the rise of new inventions and the factory, leading to **urbanisation**. New large industrial towns & docks (that became the busiest in the world) saw the urban population grow from 5m in 1700 to 32.5m by 1900.

TRANSPORT



Extensive road & canal networks grew to carry raw materials and goods; steam power led to the rise of the railway (5 companies operated 22,000 miles of track by 1900) & the transformation of shipping, connecting Britain to the world.

EMPIRE

Britain's ruled a fifth of the world's land, this provided food, **raw materials** (via the hugely profitable slave trade) and a market for British goods; Britain lost the **American colonies**, but controlled India & prospered in the **'scramble for Africa'**.

What impact did this have on migration?

- Migrants came from around the world, encouraged by greater freedoms Britain offered and the chance to escape persecution.
- Migrants were naturally drawn to the towns as factories, docks and building projects (e.g. railways) needed labour.
- The greater ease of travel to and around Britain meant more migrants, who now could settle across the whole country.
- Britain trading with the rest of the world naturally attracted migrants, while slavery led to more forced migration.

Key Vocabulary

1832 Reform Act	Law which gave the vote to men who owned property
American colonies	13 British-ruled territories that became the USA after winning independence in 1783
Blight	A plant disease
East India Company	Ran British trade with India, British government took over control of India from 1858
Friedrich Engels	German who wrote about the struggles of Britain's working class & co-created Communism
Ireland	In the 1800s, Britain ruled all of Ireland. Today, only Northern Ireland is part of the UK
Mary Prince	Former enslaved person who was the first black woman to have a book published in Britain
Pogroms	Government-backed Anti-Jewish riots in Russia that led to vicious attacks of Jews
Raw material	The basic material from which a product is made (e.g. sugarcane was turned into sugar)
'Scramble for Africa'	The competition between the major European nations to colonise the African continent
Suez Canal	Waterway through Egypt - meant Europe could access India without sailing around Africa
Urbanisation	The process of people moving from the country to cities, which grow as a result

1.2 What were the reasons for migration to England from 1700-1900?

You must be aware of the FOUR key factors to be able to answer 4 mark exam questions which will always compare examples from different time periods, such as: *'Explain ONE way in which the reasons for Irish migration to Britain in the 19th century was SIMILAR to the reasons for the migration of Palatines to England in the 18th century.'*

	BLACK PEOPLE	INDIANS	IRISH (From 1840s)	JEWS	EUROPEANS
GOVERNMENT	Britain loss to America saw 100s of 'Black Loyalists' who fought for Britain being brought back as free men.				Britain's monarchy had strong German links (George II; Queen Victoria's husband Albert).
ECONOMICS & TRADE (The key reason for migration due to the jobs available in cities like Liverpool as a result of the Industrial Revolution)	Britain was the leading slave-trading nation (3.1m Africans transported across the Atlantic by 1807). Huge profits from the raw materials produced by slavery led to the *forced* migration of 1000s of black people to England.	The **East India Company** and the **Suez Canal** made Indian migration easier: ayahs still moved back with families who had worked for the EIC; lascars employed by the EIC ended up in British docks and would 'jump ship' rather than return home; Indian princes displaced from their land by the EIC migrated to Britain with their riches and stayed.	**2 million emigrate to Britain for survival:** many Irish jobs were lost in small rural workshops that closed due to Britain's huge cloth factories; 2 **blights** during 1845-6 destroyed the potato crop, which the poor relied on; made worse by Britain bizarrely *exporting the remaining food in Ireland* to raise funds; 1 million die from starvation.	From 1880, there was a significant migration of Ashkenazi Jews from Russia to Britain. They were escaping **pogroms**. Industrialisation and established Jewish communities could provide job opportunities.	Germany & Italy formed out of civil wars that made life hard; Britain's strong economy attracted Germans who had high level, in demand skills; Italian farmers faced disease & poverty. Britain seemed healthier and its farming was stable.
RELIGION			Catholics in Ireland faced discrimination in the cities & countryside from Protestant land-owners and employers.		
ATTITUDES IN SOCIETY	Some black people escaped slavery (e.g. **Mary Prince**) and stayed due to the chance of free-dom in Britain, and support from black communities.			Restrictions on Jews were lifted by the 1880s, this plus established communities made Britain seem like a safe place.	Britain offered more freedom of expression to political thinkers and activists like **Friedrich Engels** and Karl Marx.

GCSE History Paper 1 Thematic Study - Migrants in Britain: *18th and 19th Century Britain 1700-1900*

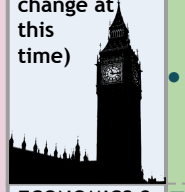
1.3 What were the experiences of migrants from 1700-1900?

This will help you to answer 16 mark exam questions like: *'The experiences of migrants from 1700-1900 were positive'. How far do you agree with this statement?*

	POSITIVES	NEGATIVES
BLACK PEOPLE	Slavery was technically illegal in Britain, so enslaved people brought to Britain were free - **James Somerset** (pictured) secured this right in court. Therefore, most blacks in Britain were treated as equals and did a wide range of jobs; court records show similar treatment of blacks and whites accused of crimes. Unlike pre-1700, a few achieved higher status, e.g. composer **Ignatius Sancho**.	However, there were also no laws banning slavery until 1807, so many masters got away with abusing servants & treating them as enslaved (Mary Prince). Slave sales in Britain took place regularly in port cities like Bristol and Liverpool. The 'Black Loyalists' struggled to find work and lived as beggars. When support for them stopped, 401 were shipped to Sierra Leone, 133 died on the way.
IRISH	Avoided starvation, as the Industrial Revolution offered lots of work (**navvies**). Large Irish communities in cities offered strong support networks through Irish-run pubs & businesses, and Catholic churches. Improvements by 1900 due to: mixing more and intermarriage with the English; more middle-class Irish immigrants, e.g. business people, artists and writers (Oscar Wilde); many Irish in the army.	Many families arrived in a very poor state and found themselves living in horrid '**court dwellings**' - death rates high. Often trapped in low paid & skilled work (84% of working Irish women were maids). This hard life was made far worse by extreme & widespread prejudice due to tensions over '**home rule**', pay and religion. Media of the time portrayed the Irish as savage, violent and always drunk.
INDIANS	Hostels opened by Christian missionaries provided food, and tried to find work for ayahs & lascars or a passage home (while trying to convert them to Christianity). Some lascars settled in dockland communities and married local women, or ran **lodging houses** for new arrivals.	Usually ended up in overcrowded & dirty **lodging houses** - up to 50 ayahs sharing. Many lascars left homeless and had to beg and steal; treated badly by the police; laws passed to protect English sailors made it harder for lascars to stay (set lower wages & poorer work conditions).
JEWS	The lifting of previous restrictions on Jews by the 1880s allowed many to prosper (1833 - could be lawyers; 1858 - 1st MP). Despite the concerns of established Jews towards Russian Jews arriving in 1880s, education & other support was provided.	From 1880s, poor Jews lived and worked in awful conditions (**'sweatshops'**). **Anti-semitism** increased over pay, work and cultural issues (little effort made to assimilate unlike previous Jews) - blamed for Whitechapel 'Ripper' murders.
EUROPEANS	Germans & Italians settled well over time: German **entrepreneurs** set up businesses that created more jobs; or they became a valued part of local communities, as bakers, butchers, ice cream sellers, entertainers (**'hurdy-gurdy'** man), etc.	Unlike Germans, who were more skilled & business minded, Italians were initially not welcomed, called "vermin" by some media; lived in similar grim city conditions as the Irish; did hard labouring jobs that most English people did not want to do.

1.4 What was the impact of migration within Britain from 1700-1900?

You must be aware of the FOUR key factors to be able to answer 16 mark exam questions like: *'The abolition of slavery was the most significant consequence of migration to Britain during the period 1700-1900'. How far do you agree?*

	BLACK PEOPLE	IRISH (From 1840s)	JEWS	EUROPEANS
GOVERNMENT (Migrants had an impact on political change at this time) 	Black individuals influenced change: • Books by Mary Prince & Olaudah Equiano provided evidence that **abolitionists** used to convince enough MPs to vote to end slavery in the Empire by 1833. • William Cuffray played a major role in the Chartist movement (see right), he was transported to Australia for planning an uprising.	Irish migrant Fergus O'Connor worked with Cuffray as part of the Chartist movement which aimed to pressure the government into extending the franchise (who could vote) to working men.		Engels' work motivated those campaigning for changes in British life, eventually leading to new laws being passed that protected workers more; this also increased government fears of worker uprisings.
ECONOMICS & TRADE	The role of black migrants in ending slavery impacted Britain's profits: to get crucial raw materials new forms of labour were needed that they would now have to pay; Liverpool's emergence as a major port town was largely built on its involvement in the slave trade.	Irish **navvies** played a key role in Britain's industrial revolution by building docks and the extensive rail & canal networks which helped transport raw materials and British goods.	Successful Jews created long-standing British retail businesses like Moss Bros and, in particular, M&S.	Germans started some of Britain's biggest businesses - Hugo Hurst's small London shop became the huge General Electric Company, dealing with electronics, communications & engineering.
RELIGION		The building of more Catholic churches helped encourage greater religious tolerance.		
ATTITUDES IN SOCIETY & CULTURE	Africans were portrayed as 'inferior' in order to justify the slave trade. People like Prince, Equiano and Sancho proved that idea was a racist lie and increased support for abolition.	Irish migrants shaped Liverpool's culture: the 'scouse' accent; 75% of Liverpudlians are believed to have Irish ancestry.	A Jew opened Britain's first fish-and-chip shop in London.	Germans & Italians lasting impact on British life: **Reuters**, sausages and ice cream. Marx and Engels' work encouraged a few to question the social order.

Key Vocabulary

Abolitionists	Campaigners (including MPs) who sought to pressure the government to stop (abolish) Britain's use of slavery
Anti-semitism	Resentment and prejudice directed towards Jews (Semites)
Court dwellings	Low quality urban housing for the poor. Built around a central court area, dark and unhealthy with poor sanitation
Entrepreneur	A person who sets up a business or businesses, taking on possible financial risks in the hope of profit
Fenians	Irish revolutionary group that campaigned for independence from British rule by carrying out bomb attacks
Home Rule	The idea that Ireland should be able to govern itself while remaining within the British Empire
'Hurdy-gurdy' man	Street entertainer who played music from a box with a crank handle and sometimes had a performing monkey
Ignatius Sancho	Writer, composer & activist who was born on a slave ship, but ended up owning property & having voting rights
James Somerset	Runaway slave who won his freedom in a landmark 1772 case which stated that slavery had no place in Britain
Lodging houses	Main accommodation available to the poor - offered little more than a bed in cramped & unhygienic conditions
'Navvies'	Labourers, in particular someone who builds roads, canals or railways
Reuters	News agency founded by German migrant Paul Reuter in 1851 - still one of the first sources for world news today
Sweatshop	Small workshops often in basements, where people worked long hours with little natural light or ventilation

GCSE History Paper 1 Thematic Study - Migrants in Britain: *Modern Britain 1900-Present*

1900 1st Pan-African Conference; 1905 Aliens Act; 1914-1918 World War One; 1925 West African Students' Union founded; 1926 British Common-Wealth set up; 1931 League of Coloured Peoples founded; Dec 1938 The Kinder-transport begins; 1939-1945 World War Two; June-July 1948 *SS Windrush* docks and NHS is founded; 1963 Bristol Bus Boycott; 1965 Race Relations Act passed; 1968 'Rivers of blood' speech; 1972 Asians are expelled from Uganda; 1973 Britain joins EEC; 1981 Brixton Riots; 1993 Stephen Lawrence murder; 2001 Burnley race riots; 2005 7/7 London Bombings; 2012 Lawrence's murderers convicted; 2020 Britain leaves the EU; 2022 Rishi Sunak becomes PM

1900 | 20th Century ←--------- EARLY BLACK ACTIVISM UP TO 1945 ---------→1950 | 2000 21st Century | Today

1.1 Background: How was Britain like from 1900 to the present?

Britain's modern history was completely shaped by the impact of the world wars (1914-18 and 1939-45)

PARLIAMENT

- Women could vote from 1918.
- There was greater awareness of social problems, resulting in the creation of the NHS.
- Later, laws were passed that protected workers' rights and tackled discrimination.
- Britain joining the **EEC** in 1973 increased the move- ment of people within Europe. Ultimately, increased movement due to more members was a key reason why Britain left in 2020.

INDUSTRY

- The world wars needed greater production to supply the army. Bombed factories, docks and transport networks needed rebuilding during and after WWII.
- Aeroplanes & large, more powerful ships meant people and goods travelled quicker and easier.
- The 1980s saw many areas of British industry close (coal & iron) due to cheaper worldwide competition.

EMPIRE

- Soldiers from countries within the Empire fought on Britain's side in both wars.
- However after WWII, many of those same countries sought independence from Britain.
- As the Empire crumbled, the Commonwealth developed. Set up in 1926, by 2010, it had 54 members states, who cooperated with Britain, many had been part of the Empire before.

The changes above created opportunities and jobs that attracted further migration to Britain, how were SOCIAL ATTITUDES affected as a result?

British society changed significantly during the 20th century. It went from being largely white British in 1900 to being far more diverse by 2000. Many welcomed and supported migrant groups, but for most, prejudice and racism would still be a fact of life - stirred up by politicians, emerging anti-immigration groups and the developing influence of the media (newpapers, TV and radio).

1.2 What were the reasons for migration to Britain from 1900-Present? (NOTE: Religion was not a key factor anymore)

Throughout this topic, to succeed you need to be aware of how key factors have explained migration over time:

	WARTIME MIGRANTS (1914-18; 1939-45)	BLACK PEOPLE	ASIAN MIGRANTS	OTHERS
GOVERNMENT (Britain called on the support of its Empire, and later the Common-wealth, during wartime, and after, to rebuild the country)	**WWI**: Britain was supported by 3m soldiers from around the Empire and 1000s of migrant **merchant seamen**; 250,000 Belgians refugees were allowed in after Germany invaded Belgium. **WWII**: Britain's **colonies** and **dominions** provided 8m volunteer soldiers, migrant merchant seamen and people who went to Britain to work; 60,000 German Jews and 160,000 Poles came to escape the Nazis (14,000 Poles joined the RAF)- the **Soviet** takeover of Poland after WWII led to many staying; British children in cities were evacuated to the country; 8,274 German Jewish children were saved in the **Kindertransport**.	People from the Caribbean & Africa were encouraged to support Britain's war effort and later help it re-build (**1948 British Nationality Act** led to the 'Windrush generation' - Caribbean migrat-ion to Britain from 1948-73).	1000s of Indians fled to Britain following independence and the violence that came with **partition** (1947). Asians in Kenya and Uganda were targeted following indepen-dence (expelled from Uganda in 1972). The UK offered them a passport and 50,000 chose to migrate.	From 1951, Britain offered **asylum** to foreign **refugees** fleeing perse-cution if they had proof. Britain joined the **EEC** in 1973 - people from other members could now travel freely to the UK.
ECONOMICS & TRADE	Due to British men serving in the army, there were many jobs available, especially in docks and ports; After WWII, many Irish & refugees from Europe came to fill the labour shortage.	Britain had more jobs and higher wages compared to the Caribbean.	The city of Leicester had a thriving **tex-tiles** industry with many job vacancies.	Most migrants from within the **EEC/EU** came because of jobs.
ATTITUDES IN SOCIETY		Were told that the ***'mother country'*** would welcome them, but this was not the case at all.	Settled Asian communities (e.g. Leicester) attracted Ugandan Asians; also had public sympathy.	

Key Vocabulary

1948 British Nationality Act	Law which stated that everyone in the Commonwealth now had the right to live and work in the UK
Asylum	The protection provided by a country to someone who has left their own country due to fear of persecution
Colonies	A country ruled by a larger one - by WWII, most of Britain's colonies were in the Caribbean, Africa and Asia
Dominions	A country that largely governed itself, but still remained within Britain's 'commonwealth' of nations
EEC (European Economic Community)	Organisation that allowed for free trade and movement of people between members states for the benefit of their economies - later became the EU (European Union); Britain left the EU in 2020 (*'Brexit'*)
Idi Amin	Military dictator of Uganda (1971-79) who expelled all Asians (later changed to just non-professionals)
Kindertransport	The organised movement of Jewish children from Nazi Germany to Britain from Dec 1938-Sept 1939
Merchant seamen	Seamen who work on ships that transport goods, crucial in maintaining British food supplies during wartime
'Mother country'	Term used by some to describe Britain by those living in its colonies or the Commonwealth
Partition	Following Indian independence in 1947, Britain broke away parts of India to form Pakistan and Bangladesh
Refugee	A person forced to leave their country in order to escape war, persecution, or natural disaster
Soviet Union	What Communist Russia was called until 1991 - took control of Eastern Europe after forcing out the Nazis
Textiles	A term used to describe various cloths or fabrics

GCSE History Paper 1 Thematic Study - Migrants in Britain: *Modern Britain 1900-Present*

1.3 What were the experiences of migrants from 1900-Present?

You need to understand how the experiences of migrants varied over time to successfully answer 16 mark exam questions like: 'Attitudes towards migrants to Britain became worse from 1900-present'. How far do you agree?

	POSITIVES	NEGATIVES
WARTIME MIGRANTS	The 250,000 Belgians (WWI) and 160,000 Polish (WWII) refugees were welcomed - many Poles could stay following the Soviet takeover of Poland; Children from the Kindertransport and **evacuees** were largely well cared for (some isolated examples of abuse). By WWII, public opinion had turned against the **internment** of **'enemy aliens'** (1940 **Andorra Star** sinking).	Increased legal restrictions from the early 1900s, e.g. 1905 Aliens Act. WWI saw growing anti-German feeling leading to German migrants being deported or interned as *'enemy aliens'* Major tensions arose between migrants and returning British men wanting their jobs back: particularly in dock areas; exploited by anti-immigrant and **fascist** groups (**Battle of Cable Street**).
BLACK PEOPLE	Caribbean migrants from 1948 were able to settle within small black communities that already existed. The 1960s saw growing support within society for the cause of civil rights (PM publicly backed **Bristol Bus Boycott**; 1965 **Race Relations Act**). Later, in response to the weakness of earlier laws, the Commission for Racial Equality was set up (1976-2007) to deal more effectively with discrimination.	For the rest of the 20th century, racism was a feature of everyday life: discrimination in terms of housing and jobs (**HMOs**; **'colour bars'**); race attacks stirred up by **"rivers of blood"** speech. The lack of support and protection from the police had been an ongoing issue and was exposed by the 1981 Brixton riots and police failings in the **Stephen Lawrence** murder investigation.
ASIAN PEOPLE	Asians in places like Leicester over time were able to takeover closed businesses and be successful. The jobs and expertise of Asian business people helped Asians settle and be accepted. Many UK areas now celebrate their diversity (The Golden Mile in Leicester hosts a large Diwali festival).	Despite some sympathy, Ugandan Asian refugees were not welcomed and were actively discouraged from coming (Leicester claimed it was "full up"). Racial tensions remain, especially in poor areas: Burnley race riots in 2001; Presence of **NF** & BNP from the late 60s **Islamophobia** increased following the 2001 9/11 attacks and 2005 7/7 London bombings by Islamic extremists.
OTHERS	Britain's membership of the EEC/EU has allowed millions of migrants to easily find work and settle. Many refugees have successfully claimed asylum in the UK due to being able to speak some English and Britain having more open rules on who qualifies - not just those fleeing government persecution.	Politicians and some media have stirred up anti-immigration feelings over the following issues: The idea that Eastern European migrants from the EU since 2004 work for lower wages, so take jobs. The increase of asylum seekers and illegal migrants due to international crises and Britain's more open rules.

1.4 What was the impact of migration within Britain from 1900-Present?

The impact of migration during this time, rather than being specific to individual groups, was more collective.

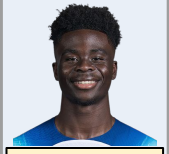
GOVERNMENT & POLITICS

Doreen Lawrence

ECONOMICS & TRADE

Lord Karan Bilimoria Entrepreneur

ATTITUDES IN SOCIETY & CULTURE



Bukayo Saka

CONTRADICTIONS:

The government addressed and tackled racial inequality (1965, 1968 and 1976 Acts), while also trying to appease voters against further immigration by restricting it (Acts in 1962, 1968 and 1971 - the last 2 clearly favoured white immigrants; localised anti-immigrant views partly explain Brexit in 2020).

While still under-represented, there are many prominent black and Asian political figures (Diane Abbott, Rishi Sunak). The work of campaigner Doreen Lawrence to achieve justice for her son, **Stephen**, forced a landmark government enquiry, yet the 'Windrush scandal' saw the government attempt to deport 1000s of Caribbean migrants and their descendants who had the legal right to live in Britain - ultimately the government had to apologise and pay compensation to those affected.

CRUCIAL:

100s of 1000s of migrant workers kept declining industries in various parts of the country alive due to their willingness to work for lower wages than British workers.

London Transport actively recruited people in the Caribbean and depended on migrant workers.

The NHS has remained and survived since its launch in 1948 until today because of the migrants who have worked within it from the Caribbean, Europe, Africa and Asia. By the 2000s, a third of NHS doctors and about a half of NHS nurses were born outside the UK.

DIVERSITY:

Migrants have helped regenerate many of the run-down areas they were forced to live in into vibrant places, some of which are tourist attractions (Chinatown, The Golden Mile). These communities often became very close and supportive of each other in reaction to the hostility of other groups.

Muslims, Hindus, Sikhs & Jews have made Britain a multi-faith society, while many Christian churches have been revived thanks to the strong beliefs of Caribbean and African migrants.

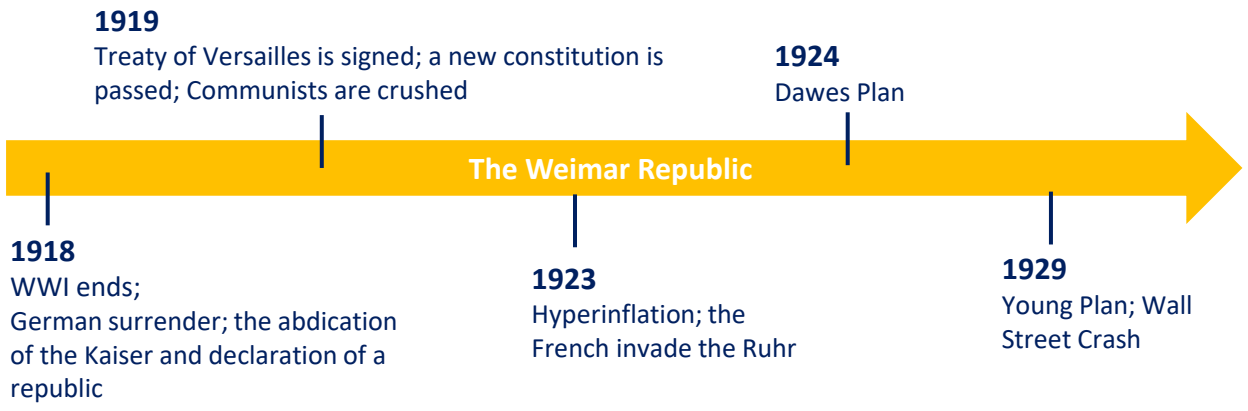
Modern Britain is far from perfect, e.g. the recent rise in anti-immigrant views leading to Brexit, but, society now challenges inequalities more: widespread public outrage forced the government to review the **Lawrence** case and climbdown over the 'Windrush scandal'; the 2020 **BLM** protests. Britain has become a largely tolerant, multi-cultural society with prominent ethnic minority figures in all fields.

Key Vocabulary

Andorra Star	Ship carrying German & Italian 'enemy aliens' to Canada sunk by the Nazis, led to public sympathy
Battle of Cable Street (1936)	Fascists (see below) and anti-fascists clashed in a heavily Jewish part of Whitechapel, East London
Black Lives Matter (BLM)	A political and social movement started in the US in 2013 that seeks to highlight racial inequality
Bristol Bus Boycott	Successful 1963 protest against the 'colour bar' preventing black people working on Bristol buses
'Colour bar'	Denying ethnic minority people the same rights and opportunities as white people
'Enemy aliens'	British-based foreigners who were classed as a potential threat during the world wars
Evacuees	Children who were relocated from British cities vulnerable to bombing to the countryside in WWII
Fascism	Political idea that is anti-immigration & closely linked to Nazism - Oswald Mosley led British fascists
HMOs	Houses of Multiple Occupation, a house rented to many tenants, making landlords a fortune
Internment	Form of imprisonment - WWI 'enemy aliens' were mainly interned on the Isle of Man
Islamophobia	A hatred of Islam and Muslims
National Front (NF)	Far-right anti-immigration group - later lost support to the similar British National Party (BNP)
Race Relations Act	1965 law which made discrimination because of race a crime, but it was poorly enforced
"Rivers of blood"	1968 speech by politician Enoch Powell which exploited and stirred up racial fears and tensions
Stephen Lawrence	A black teenager murdered in a racially-motivated attack in Eltham, southeast London in 1993

Knowledge Organiser Paper 3: Weimar and Nazi Germany 1919-39

Enquiry 1: How successful was the Weimar Republic?



A photograph of children using stacks of bank notes as building blocks in Germany in 1923.

In 1918, the Kaiser was forced to abdicate after Germany's defeat in WWI. A group of politicians established the new Weimar Republic, and one of its first acts was to sign the Treaty of Versailles. This was a bad start, the politicians were labelled the November Criminals and their actions were known as the 'doltschoss'.
The Weimar Republic decided to establish itself as democratically as possible with its new constitution. However, there were problems, including Article 48 and proportional representation which led to coalition governments.
The Weimar Republic weathered uprisings from both the left and the right in the form of the Spartacists Uprising and the Kapp Putsch, and it faced the hyperinflation crisis of 1923 and an invasion of the Ruhr by the French.
Under Gustav Stresemann, the Republic recovered economically through the use of loans and restored some of its international standing. At home, a modern culture erupted, leading to new styles of art and new freedoms for women.

Enquiry 1 Keywords:

Abdication To give up the throne and power	**Dolchstoss** The 'stab in the back'	**Hyperinflation** Extreme inflation where prices rise hugely, very quickly and money becomes worthless	**Young Plan** Agreed in 1929 to reduce Germany's overall reparation debt
Coalition When a government is made up of different political parties	**Treaty of Versailles** The peace treaty between the Germans and the allied powers signed after German surrender	**Inflation** When prices go up	**League of Nations** Organisation set up in 1920 aiming to promote world peace through co-operation between nations
Constitution The rules which set out how a country is run	**Freikorps** Private army (*paramilitary*), mainly composed of ex-soldiers, set up by senior German army officials	**Passive resistance** To oppose something in a non-violent way	**Moderate** A politician who avoids extremist left or right wing views and sits in the centre of the political spectrum
Proportional representation The number of votes won in an election, determined the number of seats in the Reichstag	**Socialists** Those who believe in state ownership	**Dawes Plan** Agreed in 1924 to restructure Germany's annual reparation payments	**Bauhaus** A German art school active between 1919-33 which influenced art and architecture in this period
Diktat the terms of a peace agreement are imposed rather than negotiated between all parties	**Spartacists** Radical communist group, which opposed the Weimar Republic	**Rentenmark** New German currency established by Gustav Stresemann	**Conservative** People who oppose change and want to continue with old traditions

Key people:

Friedrich Ebert	The leader of the SPD and the first president of the Weimar Republic.
Gustav Stresemann	Appointed as Chancellor and foreign secretary in 1923. He aimed to stabilise the political situation in Germany. He did this by negotiating loans from the USA and re-establishing Germany's international standings through a number of treaties. He was aware that the recovery he bought about was precarious.

Exam technique – Section A: Question 1
How to make valid inferences about a source:

Valid inferences:
- ✓ Are something the source implies
- ✓ Are directly supported by the content of the source
- ✓ Relate to the question topic

Invalid inferences:
- × Describe what you can see/read in the source
- × Are a statement about your own knowledge on the topic
- × Are long-winded and include unnecessary information

Exam technique – Section A: Question 2 How to explain causes:	
Checklist:	✓
A brief introduction uses the words in the question to demonstrate understanding of the question topic	
The answer provides three causes	
Each causes answers the questions topic	
Each cause is explained using student's own knowledge	
Each explanation is securely linked to the question topic	
Each explanation uses specific factual detail including keywords and dates	
A good way to ensure that any cause you are writing about stays focused on the question is to use this formula to start each explanation: **Cause + question topic + because** For example: New women increased tensions in German society because…	

Introduction:		
	Points:	**Supporting information:**
Cause 1:		
Link to question:		
Cause 2:		
Link to question:		
Cause 3:		
Link to question:		

Have you mastered enquiry 1? Make sure you can answer the questions below:	
1. What was the name of the German parliament?	10. What was the impact on German politics of the improvement in the economy and foreign relations?
2. What did Article 48 of the Weimar Constitution state?	11. What act was passed in 1927 to improve the standard of living of workers?
3. Who were the leaders of the Spartacist Uprising?	12. What was the problem with proportional representation?
4. Who attempted the Kapp Putsch in 1920?	13. Which term under the Treaty of Versailles did Germans most bitterly resent?
5. Which minister dominated financial and foreign policy from 1923?	14. How much reparations was Germany required to pay under the Treaty of Versailles?
6. What did hyperinflation do to the German money?	15. How would you describe aa Weimar 'new woman'?
7. What was the name of the new German currency established in 1923?	16. How did German art change under the Weimar Republic?
8. What was agreed between Germany and the allies under the Dawes Plan?	17. Why were the right win opposed to the changes in the arts?
9. What was the name of the pact signed in 1928 which stated that war would not be used to achieve foreign policy aims?	18. What were the complaints made by traditionalist about women's new freedoms?

Knowledge Organiser Paper 3: Weimar and Nazi Germany 1919-39

Enquiry 2: How was Hitler able to become Chancellor?

1919 Hitler joins the DAP

1920 Hitler wrote the Twenty-Five Point Programme

1923 Munich Putsch; Hitler imprisoned

1925 Hindenburg becomes president; Mein Kampf published

1926 Bamberg Conference

1929 Wall Street Crash

1932 NSDAP becomes largest party in the Reichstag

1933 Hitler becomes Chancellor

Hitler's rise to power

Hitler was an unsuccessful Austrian artist who had moved to Germany and signed up to fight in WWI. He was wounded twice and awarded the Iron Cross for bravery. Germany's defeat and the signing of the Treaty of Versailles were a double blow for him. Furious, he decided to move into politics and became a member of a small workers' party called the DAP. Quickly Hitler took over party policy, publishing his Twenty-Five Point Programme, he then became party leader in 1921. Hitler used his public speaking skills to build support and kept control through the use of his paramilitary group, the SA who paraded in the streets as a show of force. They also dealt with any opposition, often through violence. They were dangerous thugs.
In 1923, Hitler tried to seize power in the Munich Putsch. His attempt backfired and he was put on trial and imprisoned. However, he only served nine months and was able to reform the Nazi Party on his release and restructure it into a national party. He decided that the Nazis would win power in Germany democratically.
The Nazis election campaigns made use of propaganda through posters that appealed to a broad range of the electorate. Hitler, backed by wealthy industrialists scared of a Communist government, flew across the country making passionate speeches. By 1932, the Nazi Party was the biggest in the Reichstag, but it would take back door dealings among a group of politicians who believed they could control him, for Hitler to finally become Chancellor in 1933.

Key people:	
Ernst Rohm	An ex-army officer who was popular among ex-soldiers and ran the SA.
General Ludendorff	Leader of the German army during WWI and a powerful ally of Hitler and the DAP. Joined Hitler in leading the Munich Putsch in 1923.
Heinrich Himmler	A senior Nazi and leader of the SS.
Joseph Goebbels	He emphasised the socialist part of National Socialism and wanted benefits for workers. Hitler won him over by making him Gauleiter of Berlin.
President Hindenburg	President from 1925, he detested Hitler but eventually agreed to appoint hi Chancellor in 1933 when von Schleicher persuaded him that Hitler could be controlled.
Heinrich Bruning	Chancellor 1930-32 and leader of the Centre Party. Failed to handle the unemployment crisis and relied on Article 48 before resigning.
Von Papen	Chancellor from May to November 1932 and a wealthy ex-general put in power by von Schleicher. After von Schleicher's failed leadership, he persuaded Hindenburg to appoint Hitler Chancellor, with him as Vice Chancellor.
Von Schleicher	Appointed Chancellor in December 1932 but had no political support. He attempted to form a military dictatorship but was sacked and replaced by Hitler in January 1933.

Enquiry 2 Keywords:	
Propaganda A way of controlling public attitudes through newspapers, posters, radio and film	**Show trial** A trial held in public with the intention of influencing public opinion
SA Sturmabteilung or stormtroopers; the private army of the Nazi Party	**SS** Schutzstaffel or protection squad; Hitler's personal bodyguard
Putsch A violent uprising intended to overthrow existing leaders	**Propaganda** Information, that is usually biased, designed to influence public opinion
Mein Kampf Book written by Hitler in prison recording his ideas	**Inevitable** Something that is certain to happen or unavoidable

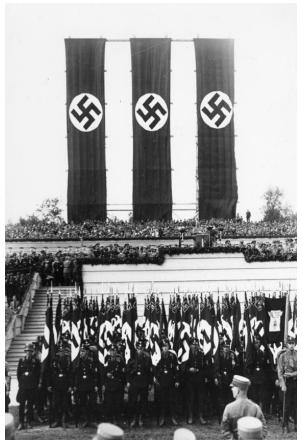
Exam technique – Section A: Question 3a Source utility:
How to analyse a source for utility step by step:
1. **Read the question**: The question will always say 'how useful is a source for an enquiry into…'. This is the focus of your answer – don't make general comments about the source utility, it should relate to the focus.
2. **The provenance**: What is the **nature** of the source? Is it a picture or diary entry or newspaper article, etc? Does the nature of the source allow us to get a complete view of the enquiry topic? Who wrote it and when (**origin**)? Does their perspective affect their views? Does this person have knowledge or experience to tell us about the enquiry?
3. **The message**: What information is the source giving you about the enquiry focus? What is its point of view? You will discover this in the **content** of the source.
4. The purpose: Why was this source created? Understanding why the source was made will help you understand how reliable or objective (bias) a source is about the enquiry. Was it made as propaganda?
5. Own knowledge: Use your knowledge for two reasons: first to understand the message of the source and secondly to compare the source to what you already know about the enquiry focus to judge whether it is useful. Does your own knowledge confirm the accuracy of the source? Maybe you can use your own knowledge to expose limitations where the source does not address something important about the enquiry focus.
Remember! No source can include everything but nearly every source is useful for some reason. You do not need to make a comparison between the sources but you must judge how useful both sources are.

	Source A	Source B
Enquiry focus:		
Usefulness from provenance Strengths: Limitations:		
Usefulness from own knowledge More useful: Less useful:		
Number of strengths		
Number of limitations		
Judgment		

Have you mastered enquiry 2? Make sure you can answer the questions below:	
1. What is the full name of the Nazi Party?	10. Who was elected as German president in 1925?
2. When did Hitler publish his Twenty-Five Point Programme?	11. Who was German Chancellor in 1930?
3. Why did Hitler establish the SA?	12. Why did support for the Communist Party grow amongst the working class after 1929?
4. What were the long-term causes of the Munich Putsch?	13. How did Hitler fund his election campaigns?
5. What book did Hitler write during his time in prison?	14. Why did farmers support the Nazi Party?
6. What change in strategy did Hitler make after his imprisonment?	15. Who was Chancellor from May to November 1932?
7. What was the purpose of the Bamberg Conference in 1926?	16. How did Bruning enrage Hitler in 1932?
8. What were the Nazi leaders of the 35 electoral regions known as?	17. Why did Hindenburg sack von Schleicher?
9. What caused the Great Depression in Germany?	18. How did von Papen help Hitler become Chancellor in 1933?

Knowledge Organiser Paper 3: Weimar and Nazi Germany 1919-39

Enquiry 3: How did Germany become a totalitarian state?



In 1933, Hitler moved to immediately consolidate his control over Germany by forcing through the Enabling Act in 1934, which meant he had the right to pass whatever laws he wanted without consulting the Reichstag. He used intimidation and violence to limit political opposition to this measure. He then outlawed all political parties and trade unions and focused on controlling the German people. This was done mainly through the establishment of a police state, wherein any opposition was punishable by immediate imprisonment. The police forces and law courts were all controlled by Hitler. The Nazis also relied heavily on propaganda and censorship to control public thought. The Nazis controlled all news media and so it was impossible to find any information outside of what the Nazi regime wanted you to know.
There was very little opposition but some limited resistance from the Church and from the youth, but neither posed any real threat to the Nazis.

Enquiry 3 Keywords:		
Gleichschaltung Nazi idea of bringing the German people into an identical way of thinking and behaving	**Police state** A state in which the Nazis used the police to control what people did and said	**Censorship** The banning of information or ideas
Totalitarian A political regime that controls all public behaviour and as much private behaviour as possible	**SD** Uniformed security service	**Conformity** Going along with something
Purge Removal of opponents	**Concordat** Agreement between Hitler and the Catholic Church	**Opposition** Actively working against something in order to remove it
Gestapo Non-uniform secret state police	**Reich Church** Protestant church controlled by the Nazis	**Resistance** refusing to support something or speaking against it

Key people:	
Marinus van Der Lubbe	The Dutch Communist found guilty and executed for burning down the Reichstag.
Ernst Rohm	Now the leader of three million brownshirts, loyal to him. It was also clear that he no longer agreed with Hitler's policies and wanted a socialist revolution. He was subsequently murdered on the Night of the Long Knives.
Heinrich Himmer	He now controlled all of Germany's police forces as head of the SS.
Reinhard Heydrich	Leader of the SD and the Gestapo.
Joseph Goebbels	Now Minister of People's Enlightenment and Propaganda. Goebbels co-ordinated Nazi policy towards media, sport, culture and the arts.
Martin Niemoller	Set up the Confessing Church opposing the Nazis with other pastors and was a critic of some Nazi policies that interfered with the church. He was imprisoned in 1938.
Edelweiss Pirates	Groups of young people who hated Nazi control. Emerged from working class districts of German cities

Exam technique – Section A: Question 3b Identify the main difference between interpretations
1. The first step is to identify the focus of the question
2. identify if there is an **overall** difference in the interpretations. For example, is one positive and one negative?
3. now think about the specifics – find the **specific information** in the interpretations that shows this difference.

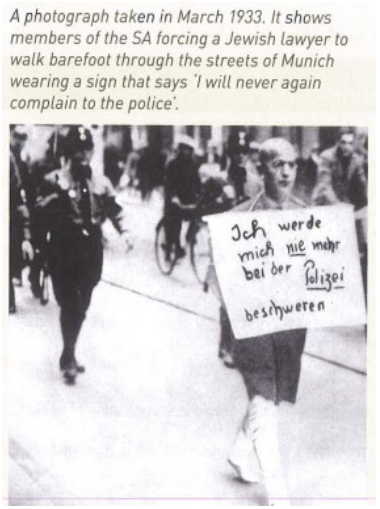
	Interpretation 1	Interpretation 2
Differences about [*enquiry topic*]		
Main difference: Was Rohm a threat?		
Details to back this up		

Exam technique – Section A: Question 3c Explain the main difference between interpretations
1. The historians have given weight to different sources
2. The interpretations are focused on different aspects of the enquiry topic
Now answer your question following this structure: • Suggest a reason for the difference • Explain the reason • Link to the enquiry topic • Support the explanation with relevant details from both interpretations

	Interpretation 1's view	Interpretation 2's view	Source A's message	Source B's message
Enquiry topic	.			

Have you mastered enquiry 3? Make sure you can answer the questions below:	
1. Why was the election of May 1933 crucial?	10. What court did Hitler establish without a jury?
2. What did the Enabling Act set out?	11. What did the Pope write in 1936 criticising the Nazi regime?
3. What did Hitler do to local government in January 1934?	12. What was the name of the Nazi controlled Protestant church?
4. Why did Hitler ban trade unions?	13. How did the Nazis use the radio to control attitudes?
5. Why was the German army worried about Rohm?	14. Why was the 1936 Berlin Olympics an important event for the Nazis?
6. What was the date of the Night of the Long Knives?	15. What act of censorship took place in May 1933?
7. How did Hitler become Fuhrer in 1934?	16. Why was church resistance to the Nazis limited?
8. What was the main aim of the Gestapo?	17. What type of teenagers made up the Swing Youth?
9. Who were the typical inmates of concentration camps?	18. How did youth groups show their opposition to the Nazis?

Enquiry 4: What was life like for ordinary Germans after 1933?



A photograph taken in March 1933. It shows members of the SA forcing a Jewish lawyer to walk barefoot through the streets of Munich wearing a sign that says 'I will never again complain to the police'.

So far, each enquiry has focused on events at a national level, but it is important to understand that the Nazis also sought to control the lives of ordinary people. The Nazis believed in traditional values and this rolled back a lot of the freedoms women had gained during the Weimar period, pushing women back into the home and out of the workplace and passing laws to encourage marriage and childbirth. Children were essential to Hitler's plans as he dreamed of a 1000 year Reich and knew that children would be his legacy, they were also much easier to indoctrinate into Nazi beliefs through school and youth groups, than their parents would be.

How did the Nazis impact workers' lives? When Hitler came to power in 1933, there was high unemployment and he had abolished trade unions. So, how would the Nazis keep workers happy and stop them looking to other political parties like the Communists?

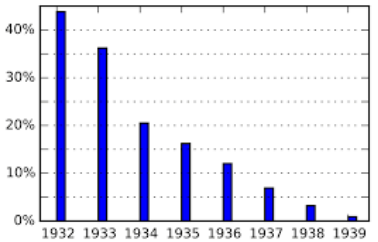
By far, the greatest impact of the Nazis was felt by those ordinary people who fell outside of Hitler's definition of racially pure. This led to racial theories where some groups, including disabled people, homosexuals, Slavs, Roma gypsies, but especially Jews were labelled as 'subhuman' and treated to increasing levels of persecution between 1933 and 39.

Enquiry 4 Keywords:

Lebensborn 'Fountain of Life' programme to encourage childbirth	**Invisible Unemployment** People not included in official Nazi unemployment figures	**Herrenvolk** Meaning the 'master race', the Nazis believed this was the Aryans
Hitler Youth A Nazi youth group for boys aged 14-18	**RAD** The National Labour Service	**Racial Hygiene** The idea that the Aryan race should be kept pure by preventing marriage or breeding with inferior races
League of German Maidens Nazi youth group for girls aged 14-21	**DAF** The Labour Front	**Sterilisation** Surgery to make a person unable to reproduce
Aryans Nazi ideal of a racially pure person of Northern European descent	**KdF** Strength Through Joy	**Untermenschen** Term used by Nazis meaning 'subhumans'
Indoctrination To teach people to accept Nazi views and ideals completely	**SdA** The Beauty of Labour	**Anti-Semitism** Prejudice against the Jewish people
Autobahns Motorways built to reduce unemployment	**Standard of living** A measure which tells whether people's lives are getting better or worse	**Kristallnacht** Violent Nazi attack on Jewish persons and property on the night of 9-10th October 1938

Key people:

Gertrude Scholtz-Klink	Reich Women's Leader
Bernhard Rust	Education minister
Baldur von Schirach	Leader of the Hitler Youth



Exam technique – Section B: Question 3d
How far do you agree with the interpretation?:

How to analyse interpretations step by step:

1. **Identify the view of each interpretation**: Star by identifying the overall view the historian offers on the enquiry focus in the question and then identify the points made by the historian to support their view and the evidence used.

2. **Do you agree with the interpretation**: Use your own knowledge to challenge or support the points made in the interpretation.

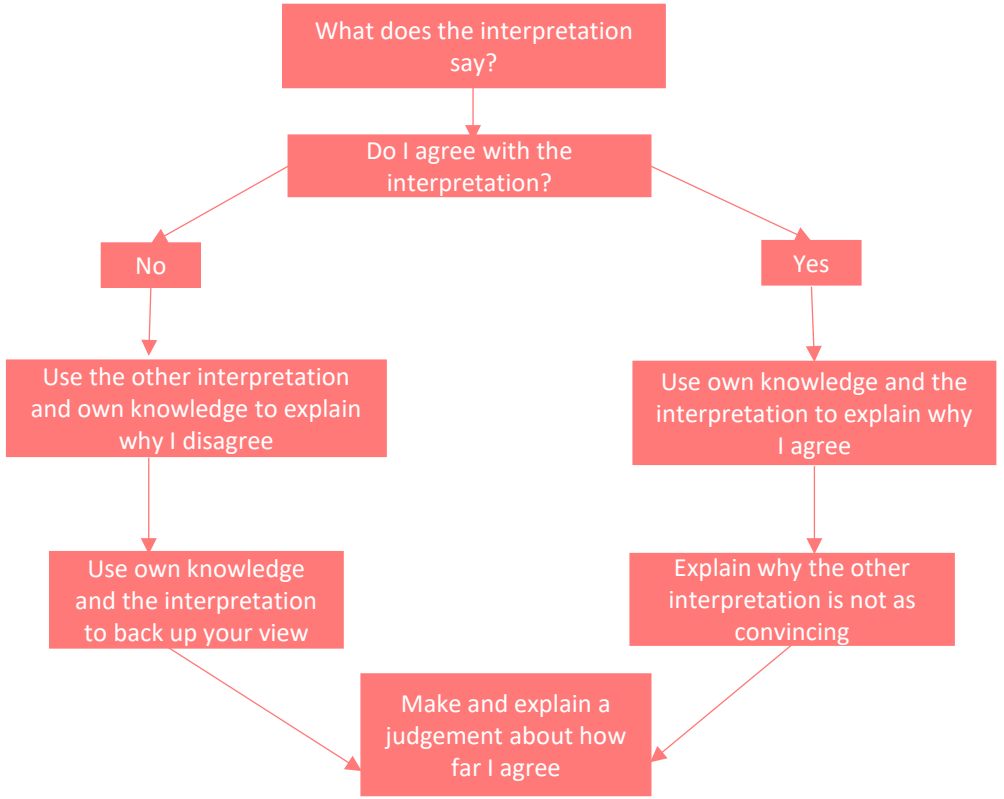
3. **Use the other interpretation**: Repeat the process with the other interpretation and use it to challenge the first interpretation or use it to explain why it is less convincing than the first interpretation.

4. Conclude: State how far you agree with the interpretation; summarise the evidence to support your judgment from your own knowledge; summarise the evidence from the interpretations.

Question focus:

View given in Interpretation 1:

Points from Interpretation 1	Evidence used	Own knowledge that supports	Own knowledge that challenges



Have you mastered enquiry 4? Make sure you can answer the questions below:

1. What were the three K's?	10. How much government spending went into job creation schemes in 1938?
2. How many children did you have to have to receive a gold medal under the Mother's Cross award?	11. What did invisible unemployed mean?
3. What law did the Nazis pass to encourage women to marry?	12. How many hours did workers have to work a week in 1939?
4. What happened to women in professional jobs?	13. How did many employers improve their facilities under the SdA scheme?
5. Why were boys given military training?	14. Which law made it compulsory for the disabled, mentally ill and alcoholics to be sterilised?
6. Why were textbooks re-written from 1935?	15. What step did the Nazis take against 'gypsies' in 1939?
7. What group were teachers forced to join?	16. What happened to Jews status in Germany under the Reich Citizenship Law?
8. What subject did girls study that boys did not?	17. Which specific law was passed in 1935 preventing marriage between Jews and German citizens?
9. How did rearmament reduce unemployment?	18. What did Jews have to officially register from March 1938?