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| TEACHER GUIDE: Chapter 23 The 1832 Reform Act | | | | | |
| Enquiry Question | Why did so many people feel so strongly about parliamentary reform? | | | | |
| Why teach this topic?  (Curriculum intent) | In this chapter, students will learn about the passage of the 1832 Reform Act. Students will learn how different groups of people felt about parliamentary reform and the different reasons for how they felt. They will be invited to explore why the strength of feeling was so intense and how this connects to the revolution in France and the different emerging political ideas.  The chapter builds on the previous chapters looking at the emergence of new ideas and political consciousness under the American Enlightenment and French Revolution. It sits directly next to the chapter on Peterloo and how the ‘massacre’ did not deter agitation for reform. It provides context for later study of the 1867 Reform Act. | | | | |
| Linked resources | * Teaching slides * Planning podcast * Teaching podcast | | * Quiz * Worksheet * Model answer | | |
| Key dates | **1789** Storming of the Bastille  **1793** Execution of King Louis XVI  **1800** Acts of Union  **1819** Peterloo Massacre  **January 1828** Wellington became Prime Minister  **1828** Liberal Tory MPs repealed the Test Acts  **April 1829** Unrest in Ireland led to the Catholic Relief Act  **November 1830** Wellington resigned as Prime Minister and was replaced by Earl Grey  **March 1831** First Reform Bill introduced, but failed at committee stage  **June 1831** The Whigs won the general election  **October 1831** Second Reform Bill introduced but blocked by the Lords  **October 1831** Riots in Bristol and other cities  **October 1831** Third Reform Bill introduced and again blocked by the Lords  **May 1832** Grey asked that the King create 50 Whig peers to pass the Bill  **May 1832** People protested in Birmingham  **7 June 1832** Third Reform Bill passed with Tory support | | | | |
| Key words and terms | ***Foundation words to access the chapter***  **Parliament**  **reform**  **election**  **Prime Minister**  **radicals**  **Revolution**  **Whigs**  **Tories**  **Democracy**  **House of Commons**  **House of Lords**  **Repeal** | ***Words needed for deep understanding***  **Constituency**  **Corruption**  **Rotten Borough**  **franchise**  **Bill**  **Act**  **Monarch**  **MP** | | ***Additional words to help understanding***  **mob**  **riot**  **Plunder**  **Quakers**  **representative**  **tricolour**  **guillotine**  **Liberal Tories**  **Ultra Tories**  **East India Company**  **Sultan**  **speaker**  **Restoration** | **Test Acts**  **Acts of Union**  **royal Assent**  **Zucchetto**  **hostess** |
| Key people | **Harriet Arbuthnot** Tory Party political hostess and diarist. Friend of Wellington  **Duke of Wellington** Tory Prime Minister from 1828 to 1830 and in 1834  **Henry Hunt R**adical MP known for his role at the Peterloo Massacre in 1819  **Earl Grey** Whig Prime Minister from 1830 to 1834  **Hannah More** Religious writer and philanthropist, from Bristol  **Thomas Attwood** Economist and leader of the Birmingham Political Union  **King William IV** King from 1830 to 1837 | | | | |
| Key takeaways from enquiry as a whole | **Substantive**   * The Reform Act was an important moment in the progression of English democracy but was far from satisfactory and left many people unhappy. Many working men and all women were still unable to vote after the Act was passed. * The people of England consistently agitated for reform even after the massacre at Peterloo. * The influence of external political ideas coming from the French Revolution and the Enlightenment on both the protestors but also on the behaviour of the government. * Over time, the Tory Party realised that some reform was necessary to stop potential calls for revolution. * The evolution of political parties which will increase by the time of the 1867 Reform Act.   **Disciplinary (what to look for in students’ answers to the enquiry question)**   * Students organising their knowledge into an understanding of the different groups and their feelings about reform. * Students considering factors that influenced the strength of feeling of the different groups. * Students weighing up reasons why the Reform Act disappointed the radicals and projecting forward to further protests that might occur. | | | | |
| Consider connections to previous and future study | **For example …**  **Previous**  How does students’ knowledge of the Enlightenment and the French Revolution prepare them for understanding demands for political change (Chapters 17 and 18)?  How and why are Arbuthnot and More’s reaction to reform surprising as women (Chapter 21)?  How does students’ knowledge of the Peterloo Massacre inform them about the government’s fear of reform (Chapter 22)?  Are students surprised to find that the radicals continued to agitate for reform after the events of Peterloo (Chapter 22)?  **Future**  How can students make links with the radical disillusionment after the passage of the 1932 Reform Act and the birth of Chartism (Chapter 25)?  How does this chapter help students to understand the tension between reform and preservation apparent in the government? Can students connect this to the influence upon social reform and the 1867 political Reform Act (Chapters 25 and 26)? | | | | |
| Guidance on structuring the enquiry | *See also the* ***planning and teaching podcasts****, which provide some useful context to the chapter.*  **Launching the enquiry**  *Some teaching of Peterloo is advised before starting this enquiry. This could be done using Chapter 22 or a brief summary focused on the aims of the radicals at Peterloo and the response of the authorities at Peterloo. This can then be used to build a picture of why the government are so worried about reform and also the strength of feeling of the radicals.*   * Introduce the teaching with reference to Peterloo. It is important to recall what the radicals protested for and why this might scare some people (the Tories desire for maintenance of the status quo). Also recall the treatment of the radicals and how this might influence future protests. How will radicals feel about Peterloo? Are they likely to be scared and give up? Will they keep protesting? Given the fact that nothing has changed in the years since Peterloo, draw out how the radicals will feel about this and how they still demand change (**slides 2 and 3**). * Use **slide 2** and the slogans on the flags to recall who the radicals were and what they wanted. How would/did the government see them at this stage? How might this change throughout the enquiry? Students will need to think about the fact that the radicals and how they are seen will change through the chapter. * The introduction of Harriet Arbuthnot provides a human hook to start this enquiry (**read** introductory text). The diary entry can be discussed as a source – why is a journal an interesting way to find out about the past? How might Harriet Arbuthnot’s status as a woman impact what she says and feels (link to lack of demands for female suffrage at this stage)? (See **slide 4**.) * Pausing here to do some key word building with students would be beneficial as they will definitely need awareness of some political terminology. Use of a word wall could get students to become familiar with the terminology. You could return to this vocabulary at the start of subsequent lessons and use the word wall in different ways from simple definition recall to thinking about how people would perceive these words. ‘Democracy’, for instance, would not be seen as it is today with parliament perceiving it as undesirable and dangerous (**slides 5–7**). * The journal entry itself would benefit from careful and considered reading: teacher reads aloud would be an appropriate method and would allow you to emphasise certain words and phrases and the emotion within the extract. The teaching slides include a possible pro forma to use with students to analyse the journal extract, building up to Step 1 of the enquiry (**slide 8**). * The section ‘Soldier to statesman’ introduces Wellington as a character. Read this section as a class and consider how this might influence Wellington’s approach to reform. Consider the makeup of the House of Commons (white, rich men) (**slide 9**). * Continue to **read** the section: ‘Property not people’ – introduce the term ‘Tory’ and explain what they stood for. Who were the Tories? Who did MPs think they represented? How was democracy viewed differently in 1828? * Use discussion to draw out reasons that Arbuthnot and Wellington may be opposed to reform. At this stage introduce the enquiry question ‘Why did so many people feel so strongly about parliamentary reform?’ (**slide 10**). Discuss what is meant by ‘strongly’ and why reform will inspire such extreme feelings. * Students then start the mind map for Step 1 (**slide 11**).   **Developing the enquiry**   * For the section, ‘Changing Britain, changing politics’ it is important to establish the difference between the three political groups – the Liberal Tories, Ultra Tories and the Whigs. A teacher reads aloud, students follow method would be appropriate for the section. Read the first three paragraphs and use the information to complete the first two columns of the table ‘What did different political groups think?’ (**slide 12**). (They will complete the last column later.) * Read the next three paragraphs. A teacher reads aloud, students follow method would be appropriate – how did Wellington anger the Ultra Tories? There is no necessity to go into depth here about the Test Acts or the relationship with Ireland but to connect the changes made to the increasingly tricky political situation and how this was becoming hard to manage. You could ask students to consider: ‘Why did Wellington resign as Prime Minister?’ ‘What problems was he facing?’ * **Read** ‘Enter the Whigs’. A reading alone and then think pair share method would be appropriate. Ask students what is similar about the Whigs and Tories and what is different. * A second key words wall is provided on **slide 13** to help prepare students for the next block of political terminology necessary to access ‘The rotten system’. This could be done as a simple definitions task or by asking students to draw the terms. You could also give a single term to each table and ask them to define it and explain it to the rest of the class. * Continue with the section: ‘The rotten system’. Students use the text to complete the table (**slide 14**), identifying the problems in the existing political system. A students read alone and then think pair share method would be appropriate. Use the final column to discuss why radicals might object to the problems with the system. * Moving on to the cartoon (**slide 15**), ask students to come up with ideas as to why the Whigs might want to chop down the tree (support parliamentary reform). * Now return to the table on **slide 12** and complete the last column. * Use the second row of the table as a prompt for class discussion, linking it back to the enquiry question ‘Why did so many people feel so strongly about parliamentary reform?’ and begin to consider why different groups within government felt differently (**slide 12**). * To help students explain how a bill becomes an Act of Parliament you could make a flow chart across the classroom with students standing up and holding signs to represent the different stages. Use this to stimulate class discussion: is it easy for a bill to become an Act of Parliament? How many opportunities are there for a bill to be stopped? Who can stop it? Why might they want to stop it? What do you think of this system? (See **slide 16**.) * Now ask students to complete Step 2 and fill in their second mind map (**slide 17**). * A teacher reads aloud, students follow method would be appropriate for the next section: ‘The reform crisis: Midnight in Parliament’ and ‘Killing the bills’. Using the questions on **slide 18**, consider the failure of the first two Reform Bills and people’s reaction to this. * Show **slide 19** and ask students to speculate on what is happening *before* reading ‘The radicals riot’. * **Read** ‘The radicals riot’ and use **slide 20** to complete the first speech bubble for the rioter in Bristol. A students read individually and then share in class discussion method would be appropriate. * Continue with ‘Another Reform Bill’. Pause and read the poem. A teacher reads aloud, students follow method would be appropriate. Use the questions on the slide to think about what the poem means and how some people saw the riots (**slide 21**). * At this point, students can complete Step 2 of the speech bubble activity (**slide 22**).A students read individually and then share in class discussion method would be appropriate. * Continue to **read** ‘The Days of May’ and ask students to complete the final part of the speech bubble activity (**slide 23**). A students read individually and then share in class discussion method would be appropriate.Discuss how differently people felt and their contrasting reactions to the failure of the bills. * A teacher reads aloud, students follow method would be appropriate for the ‘The Great Reform Act’ section. Ask students to speculate on whether *they* think this was fair. Is it surprising after what they have learnt? Use the table to consider what the radicals would and would not have been pleased about (**slide 24**). * Complete the final Step task, in preparation for the enquiry (**slide 25**).   **Concluding the enquiry**   * By this point, students have all the information they need to be able to answer the enquiry question (**slide 26**). Before doing this, it might be appropriate to check students’ security with key knowledge they will need at their fingertips to answer the enquiry question, with a short knowledge or timeline test. * To answer the enquiry question students will write a short essay, which will make use of each of their Step tasks. This could be supported through modelling, completing the writing in scaffolded stages, and with paired and/or class discussion. * There is a **model answer** to help you support students/show students if this would be useful for individuals/whole-class use.   *The additional Multiple-Choice Questions can be used as a quick knowledge recall aid/ check at relevant points in the enquiry.*  Potential lesson breakdown:   |  |  | | --- | --- | | **Five-lesson enquiry** | **Three-lesson enquiry\*** | | * The consequences of Peterloo * Opening story and Wellington * Soldier to statesman * Property not people * Step 1 | * The consequences of Peterloo * Opening story and Wellington * Soldier to statesman * Property not people * Step 1 * Changing Britain, changing politics * Enter the Whigs * The rotten system | | * Changing Britain, changing politics * Enter the Whigs | * The reform crisis | | * The rotten system | * Shaping your answer | | * The reform crisis |  | | * Shaping your answer |  |   \*Possibilities for shortening the enquiry to three lessons:   * The story chapter about Peterloo (Chapter 22) could be set as a homework to prepare for the enquiry. * In the first lesson you could use the journal to discuss Tory feelings and then move quickly onto the section about ‘Changing Britian, changing politics’ to establish how the different groups within Parliament felt. * Only complete the ‘Step’ task at the end of each of the first two lessons in the enquiry. | | | | |
| Suggested homework | * After students have looked at Arbuthnot and Wellington’s thoughts on reform they could listen to Peel’s speech against reform: [Robert Peel's Opposition to the Great Reform Act 1832 (youtube.com)](https://www.youtube.com/watch?v=1tRbTMZoXpU&list=PLqHnwprO6PuMKyRKXWoO-B6WmugV8LyiB&index=5)How does Peel agree with Wellington and Arbuthnot? * After students have looked at the response to the failure to pass the two initial Reform Bills, they could use the **worksheet** provided which comprises extracts from the *Bristol Gazette* and associated questions. Sources can also be found at: [What caused the 1832 Great Reform Act? - The National Archives](https://www.nationalarchives.gov.uk/education/resources/what-caused-the-1832-great-reform-act/#tasks) | | | | |
| Building subject knowledge | **Historical scholarship**   * Martin Pugh, *The Evolution of the British Electoral System 1832–1987*: [Pamphlet available on the HA website](https://www.history.org.uk/secondary/resource/3034/the-evolution-of-the-british-electoral-system-1832) * Eric J. Evans, *Parliamentary Reform, c.1770 –1918* (Routledge, 1999) * Eric J. Evans, *The Great Reform Act of 1832* (Methuen Young Books, 1983) * Edward Pearce,[*Reform! The Fight for the 1832 Reform Act*](https://www.amazon.co.uk/Reform-Fight-1832-Act/dp/0712668446/ref=sr_1_2?crid=2EB156GG4FNSH&dib=eyJ2IjoiMSJ9.wvRm1qVzu3x6N3b8Fovu8TS_ac3lRSKrbtWepqsI38IUkJjQIb0VgSbBur5dG4PZK0xoBoY35PygYEV6p1-f9YLuSz52P3vLN4g3kTlgtwd5yuswNJcM7P2GuXwi6-XNAFAlyodw6OnGex9c6Yt321NklXQs_A-8-ZiQq0B3j5r5D6t8GBdTM65hcI-cU43lpFQWTcZA99d8rkfmSD1R4e_uNWtKMtwJ2MGsaRP9OIY.kPnUGv8FXsBT-PcOKTogkddAM01SspO3otyK1MkEWqQ&dib_tag=se&keywords=great+reform+act+1832&qid=1724154846&sprefix=1832+reform+act%2Caps%2C86&sr=8-2) (Pimlico; Reprint edition, 2004)   **Podcasts/Documentaries/Websites**   * The National Archives Classroom Resources: [What caused the 1832 Great Reform Act?](https://www.nationalarchives.gov.uk/education/resources/what-caused-the-1832-great-reform-act/) * BBC Sounds ‘In Our Time’ by Melvyn Bragg: [The Great Reform Act](https://www.bbc.co.uk/sounds/play/b00flwh9) * Video podcast series by History Hub, Royal Holloway, University of London: [Reforming Parliament / Historical Association (history.org.uk)](https://www.history.org.uk/podcasts/categories/434/podcast/630/reforming-parliament) including:   + [The Great Reform Act 1832: Origins and Opposition | Made with the UK Parliamentary Archives](https://www.youtube.com/watch?v=js_Kab5C2xI)   + [What did the Great Reform Act 1832 mean for the working class? | People's History Museum](https://www.youtube.com/watch?v=mwf-Qniwgr0) | | | | |