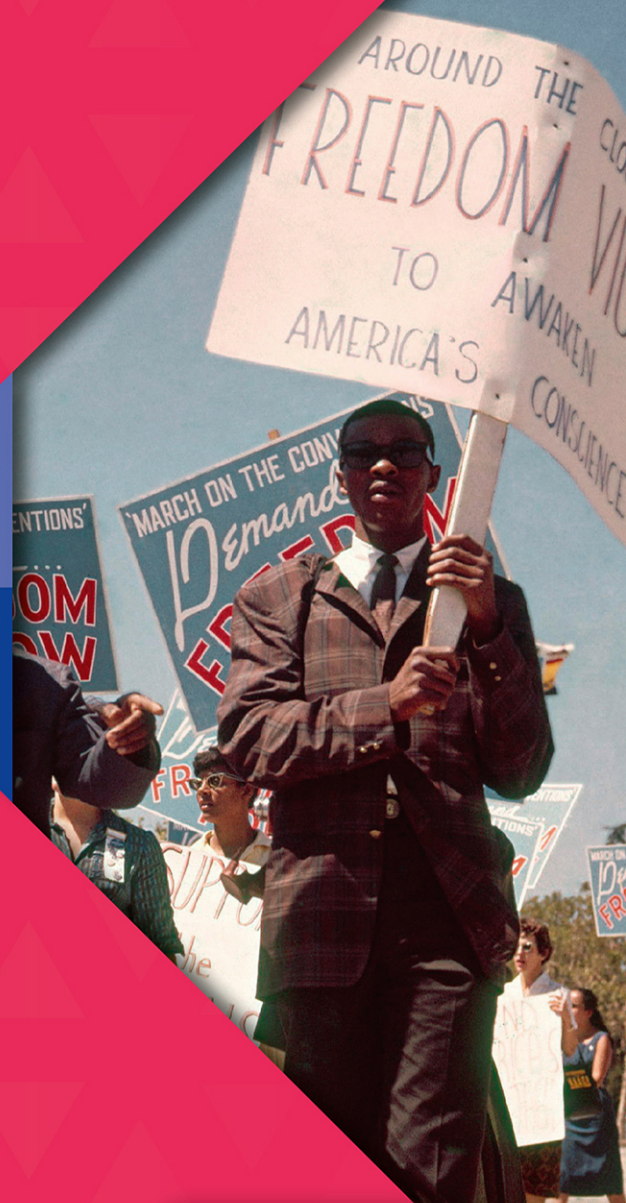


BGE S1-S3

History



**Second, Third
and Fourth Levels**

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Introduction

► Welcome to BGE History for Second, Third and Fourth Levels

»» What is history?

History is the study of the past, and it's only natural that we are interested in our human history and what came before us. There are many different types of history – local, national, international, for example – and history which came before writing, which is known as prehistory.

History is important because it gives us a sense of our individual, national and even global identity. We can learn from history, as events in the past may be repeated in the future. Knowledge of past events can help us to cope with new challenges. History also plays an important part in our economy, employing many people in heritage sites, monuments, castles and stately homes which are visited by tourists every year.

Throughout this book, you will learn to think, question and work like a historian. A historian is concerned with the evidence of the past.

- What does the evidence tell us?
- Where does the evidence come from?
- Who wrote/created the evidence?
- Does the author influence our view of the evidence?
- When was the evidence written/created?
- Does the date the source was produced have an influence on what we think of the evidence?
- Is this evidence useful to a historian?
- In what ways does a historian have to be careful with the evidence of the past?

»» How to get the most from this book

This book covers the BGE benchmarks for Social Studies: people, past events and societies.

Each stand-alone chapter contains a series of units designed to bring depth and breadth to a particular subject area. Each unit provides exploration of different historical events and periods, while developing your historical skills through a variety of activities and research opportunities.

At the end of the book, you will find a glossary defining all key words.

In the associated Planning and Assessment Pack, teachers will find the following items to accompany each chapter:

- a planning sheet outlining the aims of each chapter, dividing each one up into topic 'units' comprising a number of lessons, the resources required for each lesson, and the assessment opportunities and associated experiences and outcomes, along with the appropriate benchmarks
- extension task worksheets
- summative assessments at Second, Third and Fourth Levels with associated marking schemes.

1 Early Scottish history

► Celtic Scotland

>> 1.1 Scotland in prehistory

Historians call the time when there were no written records **prehistory**. When we study people with no written records, we rely on the work of **archaeologists**, who examine the remains of buildings, graves and objects left in the ground by people long ago. The people in this early period of Scottish history are often given labels according to the material they made tools from. The period from 2200_{BCE} to 700_{BCE} is known as the **Bronze Age**, and the period from around 700_{BCE} to 400_{CE} the **Iron Age**. Iron is a harder metal than bronze, which makes it more difficult to work. However, because it is hard, it keeps its shape for longer and is better for making tools. In this section, we will look at the Iron Age period in Scotland and at its people, who were called Britons as well as **Celts**.

Learning intentions

- Describe what Scotland's landscape looked like.
- Explain who lived in Scotland at this time.

Lesson starter

Source 1



▲ Figure 1.1 Mousa Broch, Island of Mousa, Shetland

Brochs were built in the north and west of Scotland, and were in use for about two hundred years between 100_{BCE} and 100_{CE}.

- What do you think these structures were used for?
- Why do you think this?

> What did Scotland's landscape look like?

The shape of Scotland's mainland and islands was similar to its shape today in some ways; however, the land itself was very different. People had been living in Scotland for thousands of years before 1500_{BCE}. During that time, farmers had cleared the trees in many areas. Land in Angus, the Mearns, Fife and Lothian was fertile and was used constantly for animals. However, as much of the land was also boggy, due to the wet weather, some areas of Scotland became covered in thick peat.

Travel was difficult due to the boggy land, tree cover and mountains of Scotland. There were no proper roads, so instead, people travelled on tracks or along the rivers and seas that surround Scotland.

The Scottish landscape was also home to lots of wild animals, including wild boar, wolves and bears, which could be a threat to humans.

➤ Who lived in Scotland at this time?

There were not many people living in Scotland during this prehistory period, however, it was a growing population. People tended to live in tribal groups. They were mostly farmers, living in small settlements near the coast or other water sources, such as rivers and large streams.

They built well-constructed, circular dwellings and lived in extended family groups. They grew crops, kept animals such as cattle and sheep and had a good diet. The rivers and seas were also rich with fish.

Where people lived



▲ Figure 1.2 Wild boar were common in prehistoric Scotland

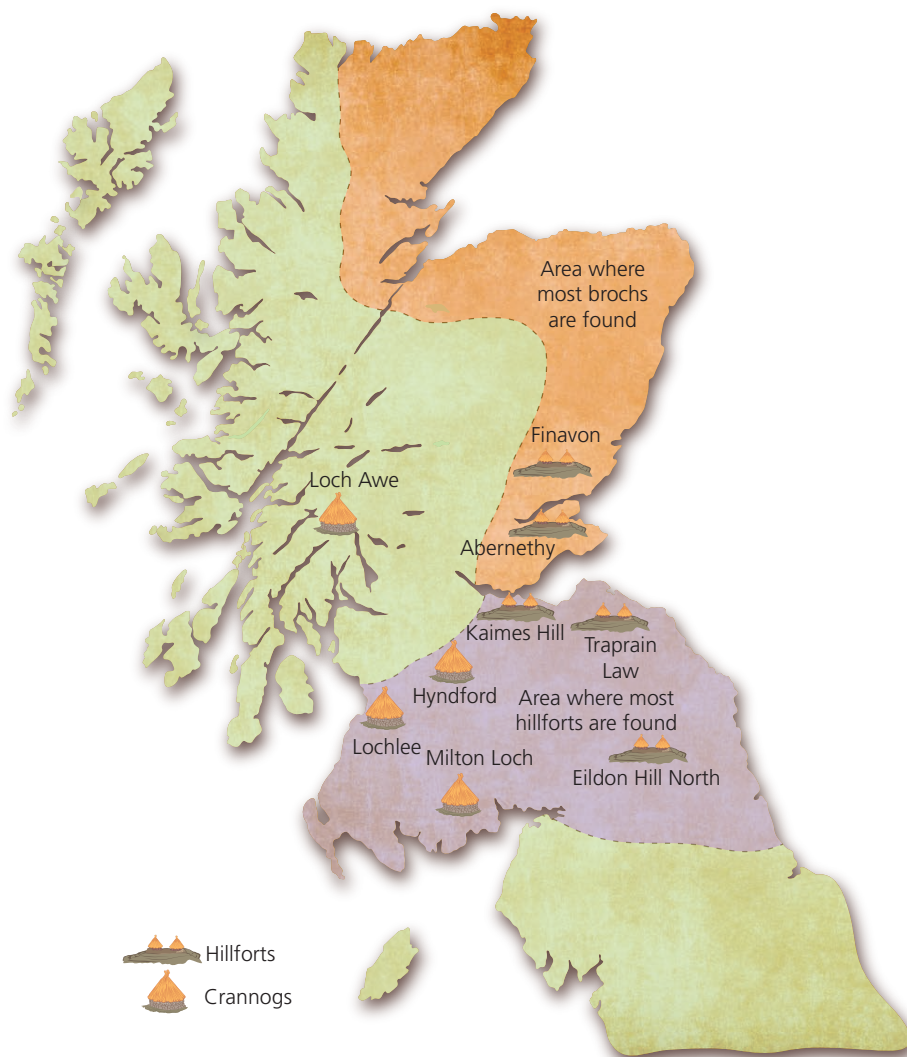
Source 2



▲ Figure 1.3 A cross section showing a typical dwelling of this period

There is evidence of larger settlements in some parts of Scotland. These were normally located near defensive structures and buildings such as **hillforts** or brochs. A recent study of a hillfort in Aberdeenshire has shown that large groups of people did live together. Archaeologists studying Tap O'Noth near Rhynie have discovered evidence of 800 huts in the hillfort. They think that up to 4000 people may have lived there in the third century AD.

Source 3



▲ **Figure 1.4** The locations of main structures and settlements in Scotland

Where people lived often depended on the materials they had to work with. **Crannogs** tended to be found in the Highlands and south-west of Scotland. A crannog is a timber house built on a man-made island on a loch. They were connected to the shore by a causeway built of timber. This sort of structure would help protect its inhabitants from wild animals.

Brochs are buildings unique to Scotland. They are shaped like towers, have thick walls and a single entrance. They were used from 100BCE to about 100CE and, although they may have served



▲ **Figure 1.5** A reconstruction of a crannog in Kenmore, Perthshire

► Roman invasions

» 1.3 The first Roman invasion of Scotland

The Roman Empire began in Italy and by the first century CE it had **conquered** much of western Europe, the Middle East and North Africa. In 43CE, Emperor Claudius led the Roman invasion of Britain. Roman forces swiftly conquered southern England and began a slow conquest of the north and Wales. General Gnaeus Julius Agricola was appointed the Roman governor of Britain, and by 79CE was pushing his soldiers into the Lowlands of Scotland. So began nearly three hundred years of contact, in both trade and battle, between the superpower of Rome and the Celtic tribes of Scotland. This lasted until 367CE, when Rome gave up control of her most northern frontier. In fact, the Roman army was only stationed in Scotland for about forty years. The rest of the time they operated from **Hadrian's Wall** in the north of England. Rome left a permanent mark on Scotland by building the **Antonine Wall**.

Learning intentions

- Explain how we know about the Romans in Scotland.
- Describe the first invasion of Scotland by the Romans.

Lesson starter

Source 1



The Roman **legionary** (left) and the Celtic warrior came from very different cultures.

- How can you tell this just by looking at these two images?
- How do we know about the Romans in Scotland?

▲ Figure 1.8 A Roman legionary and a Celtic warrior

We know a lot about the first Roman invasion of Scotland because Cornelius Tacitus, the son-in-law of Agricola (the Roman governor of Britain), wrote a book about his father-in-law. We have to be very careful with sources like this. Although Tacitus was a historian, his book is not totally accurate. For example, in his descriptions of the Roman invasion and their defeat of the northern tribes he makes up some events. In particular, he describes the defeat of the Caledonian tribes at the Battle of

Mons Graupius. He goes into great detail about the battle, even naming the tribal leader, a man called Calgacus. He tells of a speech that Calgacus made to his warriors before the battle. But this is a speech which Tacitus has invented for his Roman audience rather than an accurate piece of history. In the battle, the brave Celts were no match for the well-trained Roman legionaries.

Tacitus describes the battle in Source 2.

Source 2

Agricola 36

*At last Agricola called upon four **cohorts** of auxiliary legionaries to fight it out at the sword point. These old soldiers had been well drilled in sword fighting, while the enemy were awkward at it, with their small shields and unwieldy swords, especially as the latter, having no points, were quite unsuitable for a cut-and-thrust struggle at close quarters.*



▲ **Figure 1.9** Illustration showing Calgacus giving a speech before the Battle of Mons Graupius

According to Tacitus, the victorious Romans killed 10,000 Celtic warriors and lost only 360 men themselves. Again, we cannot know if this is true or not. We also don't know where the battle of Mons Graupius took place. However, we do have another very useful source that informs us where the Romans went, and from that we can tell where the battle might have taken place.

Every night, the Roman army would build a camp to protect the legionaries. These temporary or **marching camps** tell us that Agricola's army conquered the south of Scotland before heading up the east coast into modern-day Aberdeenshire. It is here that many historians think the battle took place.

After the victory at Mons Graupius, the Romans withdrew to central Scotland. There they built more permanent camps called **forts**, as well as watchtowers. These well-organised camps must have impressed the locals, who would not have seen anything like them before. We know that the Romans wanted to occupy all of Scotland, because they began to build a large fort at Inchtuthil in Perthshire. This fort was intended as a camp for a full legion of Roman soldiers, which is around five thousand soldiers. Building work began in 85CE but was never finished.

➤ Possible reasons why the Romans did not complete their conquest of Scotland

Rome was a huge empire and threats to it on mainland Europe meant that some of the legionaries from Britain were withdrawn to fight elsewhere. As a result, the Romans didn't have the resources to complete their conquest of Scotland.

Other possible reasons include what Roman writers referred to as 'dangerous fighters' – the Celts were too powerful an enemy. The treacherous mountainous landscape could also have caused them issues. However, the Romans had conquered dangerous fighters before, as well as mountainous land. Perhaps a more realistic reason is that occupying Scotland was simply not worth the bother. Scotland did not have the minerals they wanted and they saw it as the edge of the world. There may also have been problems supplying the Roman

1 Early Scottish history

army so far north. The Roman forces gradually withdrew to a line between the River Tyne and Solway Firth in the north of England, where they eventually built Hadrian's Wall.

Source 3



▲ **Figure 1.10** Ardoch Fort, Perthshire

You can see the regular lines of the fort as well as the ditches that were dug to protect it.

Activities

- 1 Summarise the lesson you've just studied using the following words in your answer:
Agricola Tacitus Mons Graupius marching camps Calgacus
- 2 Sources are important and useful for historians studying the past. When studying this topic, we are lucky to have Tacitus' account of the invasion. Using what you know about Tacitus, and after a class discussion, copy Table 1.1 in your workbook or jotter. Write two reasons underneath each heading.

Why Tacitus is useful as a source	Why Tacitus is not useful as a source

▲ **Table 1.1**

- 3 Why do historians and archaeologists think the Battle of Mons Graupius took place in Aberdeenshire?
- 4 How do we know that the Romans wanted to conquer all of Scotland?
- 5 What stopped the Romans from conquering all of Scotland? Give at least two reasons to back up your answer.

BGE S1-S3

History

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and Fourth Levels**

Discover, debate and work like a real historian. You will explore diverse and dynamic stories that take you on a journey from Iron Age Scotland, through the Atlantic slave trade, women's suffrage and the World Wars to 1960s America.

- ▶ Improve your historical thinking skills by analysing and evaluating source material across Scottish, British, European and World History topics
- ▶ Learn at a pace and level that is right for you with questions and research tasks that show how your skills are progressing
- ▶ Improve your literacy skills as you answer questions that involve comprehension and extended writing
- ▶ Lay firm foundations for National qualifications by developing the skills in BGE that will help you to succeed in the future

Claire Wood and **Simon Wood** are experienced Principal Teachers of History with extensive examining experience. They have authored and co-authored numerous History textbooks and resources for the Scottish curriculum.

Angela Keil, **Brian McMaster** and **Eleanor Trevena** are experienced classroom practitioners with many years successfully presenting pupils at all levels.



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