

AQA GCSE (9–1) History

MIGRATION, EMPIRES AND THE PEOPLE

c790 TO THE PRESENT DAY



Derek Moir
Thabo Stuck

My revision planner

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British Thematic Study

How the Thematic Study will be examined

Overview of the Thematic Study

It covers a long time-span (about 1,000 years). It is about the history of Britain, not the wider world.

In this book we cover the Thematic Study:

- Britain: Migration, empires and the people: c790 to the present day.

Thematic studies focus on change and continuity over a long period of time:

- The study examines key developments which affected Britain – including social, political and economic developments.
- You will consider the significance of those different developments for people's health or for who holds power.
- You will identify similarities and differences between periods.
- You will assess the amount of change and continuity across periods.
- You will consider the role of factors in causing or preventing change. Factors include: war, religion, government, economic resources, science and technology, ideas such as **imperialism**, Social Darwinism and civilisation, and the role of individuals.
- You will also use lots of sources and you will evaluate them for usefulness.

There are various key skills you will need for the Thematic Study

Comprehending and evaluating sources – you will need to be able to look carefully at the content and provenance of a source and use your own knowledge in order to judge its usefulness for understanding a topic

Comparing events – you will need to identify key features of events or developments, from different time periods, and explain how similar or different they are

Explaining developments – you will need to identify and explain the impact of a development both at the time and over time

Comparing factors – you will need to use evidence to compare the role of several different factors across time

Coming to overall judgements – you will need to make sophisticated judgements based upon the range of evidence used in your answer. You will need to write these in a clear and persuasive manner

**THE
THEMATIC
STUDY**

There are four main question types in the Thematic Study

This will be Section A of your Paper 2. It is worth 44 marks in total. You will be asked the following types of question.

- 1 How useful is this source?** (8 marks)
You will be given a source and have to study both its content and provenance. You will have to use your own contextual knowledge to explain how useful the source is for understanding the period or topic.
- 2 Explain the significance of ...** (8 marks)
You will be given a key event, person, group or development. You will need to identify and explain the importance of this both at the time and in a later period.
- 3 Compare/in what ways are they similar or different?** (8 marks)
You will be given two events, developments or individuals/groups – usually from different periods. You will need to identify the features of each and identify ways in which they are similar or different.
- 4 Essay question on the role of factors** (16 marks + 4 SPaG)
You will be pointed to one factor which caused or prevented change and will have to judge the importance of this factor in comparison to other factors you have studied. These factors could include war, religion, government, economic resources, science and technology, ideas such as imperialism, Social Darwinism and civilisation or the role of individuals. You will need to evaluate at least two factors and come to a judgement on which was more important.

How we help you develop your exam skills

- The **Revision tasks** help you build understanding and skills step by step. For example:
 - Role of factors** helps you to identify the impact of the key factors.
 - Activities focused on **comparing periods or events** will help to structure your thinking about similarities and differences over time.
 - Flow chart** activities will help you to understand the narrative of events and consider the links between them.
 - Improve the paragraph** style activities will help you to develop your understanding of how to present your ideas for the exam.

Develop detail/explanation style activities will help you to improve your ability to explain impacts.

- The **practice questions** give you exam style questions.
- **Exam focus** on pages 45–47 gives you model answers for each question type.

Plus:

There are **annotated model answers** for every practice question online at www.hoddereducation.co.uk/myrevisionnotesdownloads.

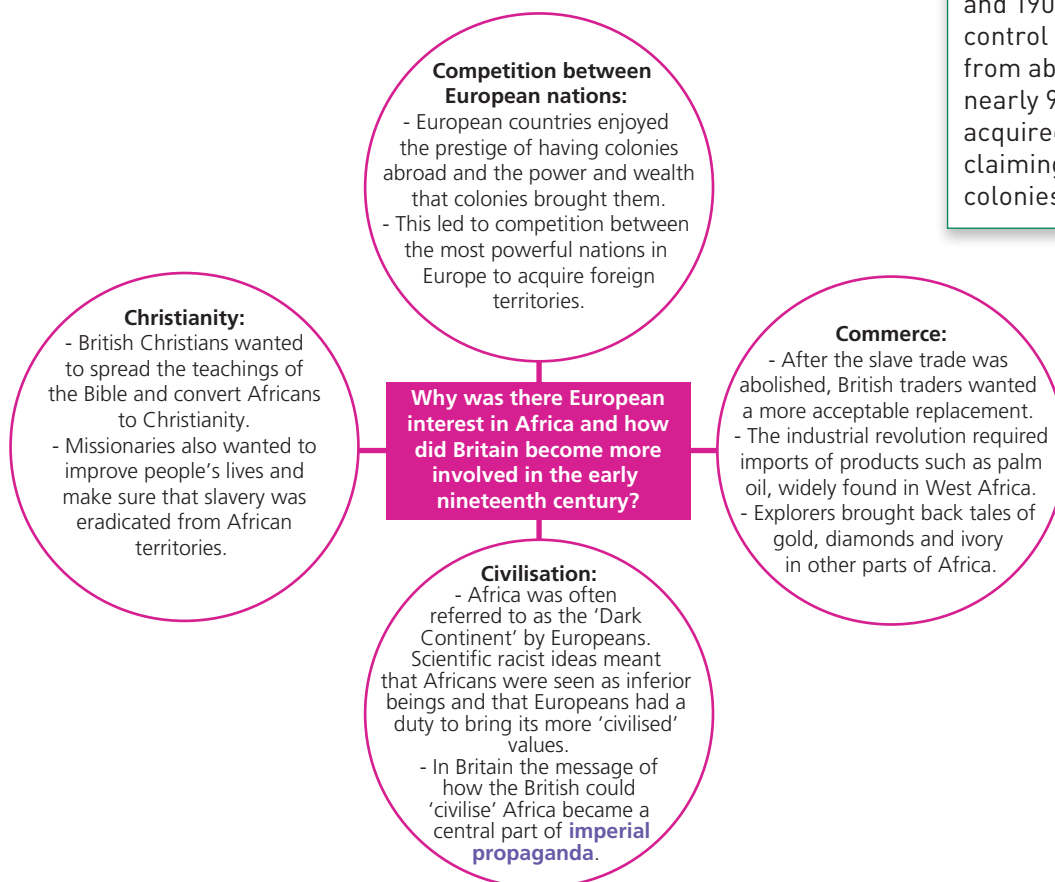
3.3 Expansion in Africa

REVISED

In the early nineteenth century, European interest and activity in Africa increased for a range of reasons

Key point

Between the late 1870s and 1900, European control of Africa rose from about 10 per cent to nearly 90 per cent. Britain acquired 16 areas of land, claiming 32 per cent of colonies in Africa by 1900.



From the mid-nineteenth century, several European powers started to claim colonies in Africa, which became known as the Scramble for Africa

- In the 1870s several European nations started to claim land in Africa. France and Belgium began to colonise large parts of West Africa while the British and Germans were interested in territories to the east and south. Portugal, Italy and Spain also started to gain an interest. This became known as the 'Scramble for Africa' as the countries desperately wanted to reach and claim colonies before other countries did.
- To avoid a clash among European nations, the great powers met in Berlin in 1884 to discuss how to keep peace in Africa. During this conference, Africa was divided up among the great powers. No African representatives were invited to these meetings.

Egypt became very important to Britain because it allowed quicker access to India

- India was by far the most profitable and important part of the British Empire. Travelling to India by ship from England meant sailing around Africa, which took a long time and could be dangerous because of rough seas and pirates. Therefore, quite early on in its relationship with India, Britain wanted to improve access over land in East Africa, including Egypt.

Imperial propaganda

- Books, magazines, adverts and even music all helped to spread positive messages about the empire so British people would support it.
- School textbooks were filled with stories about 'great empire builders' like Cecil Rhodes.
- The development of film meant that people were able to watch films that depicted positive views of the empire, even clips from battles during the Boer War (1899–1902).
- Events like Queen Victoria's Golden Jubilee in 1897 brought large groups of people together, in celebration of the British Empire.

- The Suez Canal, a waterway linking the Mediterranean to India, opened in 1869 under French control. In 1875, the British prime minister raised funds and bought a large number of shares in the canal from the Egyptian ruler Isma'il Pasha. The canal meant that goods could travel the entire way to India and back by ship without needing to sail around the whole of Africa.
- Egypt was never a formal colony of the British Empire but from this point on, Britain exerted considerable power there through investment and trade.

Develop the detail

Add details in the right-hand side of the table of how the factors in the left-hand side impacted on British interest in Africa. Try to use key terms from the information in this section.

Factor	Detail
Religion	
Government	
Ideas	

Spot the mistakes

This paragraph is about European expansion in Africa. It contains five factual errors. Cross out any information that is wrong and correct it.

European interest and involvement in Africa were stimulated by Competition, Commerce, Christianity and Civilisation. European competition for colonies led to the Berlin Conference in 1984, where the European powers came together to agree on how Africa ought to be divided. The Industrial Revolution required items such as palm oil, widely found in northern Africa. Africa was often referred to as the 'Light Continent' by Europeans who saw it as their duty to bring values such as democracy to the continent. Christian missionaries wanted to spread the teachings of the Bible throughout Africa in a bid to keep the slave trade going. A large number of Suez Canal shares were acquired by the British prime minister in 1876 as a way of improving sailing time to India.

Practice question

Explain two ways in which nineteenth-century British expansion in Africa and British expansion in America in the late sixteenth and the seventeenth centuries were similar. (8 marks)

Test yourself

- 1 What is meant by the term 'Scramble for Africa'?
- 2 Why did Egypt become so important to Britain in the nineteenth century?

TIP

Consider the motives for these expansions and why they were different. For example, the factor of religion may have played a part in both eras of expansion, but the underlying reason may have been different.

3.4 British involvement in South Africa and the Boer War

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Key point

The Boer War highlighted aggressive British expansion in Africa. Utilising nearly a quarter of a million soldiers, this conflict highlighted British military fragility and social issues back home in Britain.

The British competed with the Boers, descendants of Dutch migrants, for control in South Africa

- The Dutch had established a colony at the southern tip of Africa. In 1814 the British took control of this area that they called Cape Colony.
- The descendants of the Dutch migrants, known as the **Boers**, remained there, although many disliked British rule. When the British abolished slavery in the empire in 1833, the Boer farmers, who had many slaves, decided to leave and travel east and inland to find other settlements. They established the independent states of Transvaal (South African Republic) and the Orange Free State in the 1850s.

Cecil Rhodes expanded British territory in southern Africa

- Cecil Rhodes was an imperialist, believing that Britain was superior to other nations and should influence as much of the world as possible. He also strongly believed in Social Darwinism.
- In 1871 he and his brother took up diamond mining in southern Africa and became wealthy. In 1888 he set up De Beers, a company which would go on to own most of the mines in South Africa. He managed to trick King Lobengula to give away his rights to Matabeleland, which became Rhodesia.
- Rhodes became prime minister of Cape Colony in 1890 where he restricted the rights of black Africans.

The Boer War was caused by rising tensions between the British and the Boers after gold was discovered in the Boer states

- Gold was discovered in the Boer states in 1886. Cecil Rhodes and other businessmen opened mines, which led to mass migration of British workers into Boer territory, causing conflict with the farmers who lived there.

- Paul Kruger, the Boer president, refused to give the British miners political rights and taxed the companies.
- In 1895–96 in the Jameson Raid, Rhodes attempted to remove Kruger by force and replace him with a British ruler, but this plan failed.
- This failed plan embarrassed the British government, which replaced Rhodes as premier of Cape Colony.
- The British government started to send troops to South Africa along the Boer border, which eventually led to the Boers declaring war in 1899.

The Boers did surprisingly well against the British forces, which led to brutal tactics by the British which eventually won the Boer War

- The Boer army consisted mainly of farmers but they were highly skilled fighters. They used modern guns from Germany and guerrilla tactics to surprise the British.
- After a series of defeats, the British government sent approximately half a million troops to fight 50,000 Boers.
- Under the command of General Kitchener, the British undertook a scorched earth policy, burning down Boer farms, killing their animals and poisoning their water. They put 116,000 Boer civilians into concentration camps where 28,000 died of disease due to the horrible conditions.
- The war came to an end in 1902 when the Boers finally surrendered.

There were several consequences of the Boer War for the British

- Although the British won the war, the British army had been humiliated and suffered the loss of 6,000 soldiers in battle and a further 16,000 from disease.
- Many of the young men who tried to join the British army to fight in the Boer War were deemed unfit for duty due to ill health, making the government look bad. This was one of the reasons why the government introduced a number of liberal reforms in 1906.
- The poor treatment of the Boers who had died in the camps shone a bad light on the British, with many questioning the empire.

Cecil Rhodes, 1853–1902

- Cecil Rhodes became one of the wealthiest men in Britain through his investment in the diamond business in southern Africa.
- He studied for his degree at Oriel College Oxford from 1883. There his belief in Social Darwinism developed.
- He took over the territory which would become Rhodesia and became prime minister of Cape Colony before trying to get more control of Boer states, which led to the Boer War, 1899–1902.
- Rhodes died in 1902, months before the Boer War ended.



Test yourself

- 1 What natural resources attracted British migrants to South Africa?
- 2 Describe what advantages the Boers had in combat.
- 3 List two ways in which the Boer War changed attitudes in Britain.



Consider usefulness

How useful is Source A to an historian studying British involvement in Africa in the nineteenth century?

(8 marks)



SOURCE A A cartoon about the British involvement in Africa published in an American weekly magazine, on 30 May 1900. The cartoon had the title, 'When the War is over' Make notes in a grid like below to plan your answer.

Provenance	Content
Who made it and why?	What does it say about attitudes of the British in Africa?
	From your knowledge of events, is this accurate?
How does this affect its usefulness?	How does this affect its usefulness?



Key individuals

Complete a contact card for Cecil Rhodes (see top of this page).



Practice question

Explain the significance of Cecil Rhodes to the development of the British Empire in Africa. (8 marks)

TIP

You may consider contemporary arguments in this answer. Rhodes remains a controversial figure, subject of many debates around ideas such as statues, both in Britain and in South Africa.

3.5 Migration to, from and within Britain in the nineteenth century

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Key point

The mid to late nineteenth century saw many people on the move again, to, from and within Britain and the British Empire.

Motives	Experiences	Impact on Britain and empire
Irish migration to Britain		
<p>From the late eighteenth century many Irish navvies migrated to big cities to find work.</p> <p>The 'potato blight' of 1846 meant many Irish were starving. Over half a million left their homes.</p> <p>By 1861, there were approximately 600,000 Irish-born people in Britain – mostly in Glasgow, Liverpool and London.</p>	<p>Catholic Irish migrants could face violence and persecution.</p> <p>The Irish could face difficulty finding work or suitable living conditions.</p> <p>They were blamed for crime and other social problems.</p>	<p>Irish migrants continued to arrive in Britain.</p> <p>The navvies built many of the British roads and railways.</p> <p>Many British soldiers during the First World War were Irish.</p> <p>The Easter Uprising of 1916 would be an important step towards Irish independence.</p> <p>To this day, Irish culture, e.g. music, plays a large part in societies across Britain.</p>
Jewish migration to Britain		
<p>Jews had been blamed for the assassination of the Russian Tsar Alexander II in 1881.</p> <p>In 1882, new laws persecuted Jews, placing them in poor areas, restricting their education and even expelling them altogether from places like Moscow (1891).</p> <p>Religious attacks on Jews called pogroms became commonplace as well.</p>	<p>The Jewish migrants were often charged high rents for poor conditions.</p> <p>Many Jewish people faced hostility as they were accused of stealing jobs.</p> <p>The British government passed the Alien Act to restrict immigration in 1905.</p>	<p>Jewish migrants retained their religious practices and opened the Jewish Free School in East London in 1822.</p> <p>Jewish migrants took up trades such as making clothes, shoes and furniture, becoming successful in these areas.</p> <p>Jewish people gained a reputation for being law-abiding citizens.</p> <p>Jewish communities remain important across British society with particularly large communities in places like London, Manchester and Glasgow.</p>
Indian migration to Africa		
<p>A large labour force was needed for the construction of the railways in Africa.</p> <p>Indian workers had constructed railways in India for the last 50 years.</p> <p>Nearly 30,000 Indian workers moved to the British African colonies of Kenya and Uganda to find work on the railways.</p>	<p>The pay and conditions for the workers were poor, with many succumbing to disease.</p> <p>In 1898 a pair of man-eating lions repeatedly attacked the railway workers, reportedly killing 28.</p> <p>The railway was dubbed the 'Lunatic Line' due to the danger of the project.</p>	<p>When the line was finished nearly 7,000 Indian workers remained in Africa.</p> <p>By the late 1960s there were around 180,000 'Kenyan Asians' and 60,000 'Ugandan Asians'.</p> <p>In the 1970s, there were expulsions against the Asian communities in Uganda, with many fleeing to Britain.</p>
British migration to Australia		
<p>In 1770, James Cook, a British explorer, landed in Australia.</p> <p>The British government decided to send convicts to Australia in a bid to empty the prisons. This was called transportation and is another example of forced migration.</p>	<p>The convicts started building settlements.</p> <p>Many decided to stay in Australia once their prison sentence was complete.</p> <p>The Aboriginal peoples (indigenous peoples) were forced off their land and many were killed.</p>	<p>Britain eventually claimed the whole of Australia as part of the British Empire.</p> <p>Australian soldiers would fight for Britain during the First World War.</p> <p>To this day, Australia is closely tied to Britain through the Commonwealth and many Brits still choose to migrate to Australia and vice versa.</p>

Many migrants moved from rural to urban settings in Britain in the nineteenth century

- Britain's population in 1801 was 10 million; by 1901 it was 37 million.
- During the nineteenth century Britain was transformed, with many cities growing in population.
- In 1740, 80 per cent of people worked and lived in the countryside; by 1901, 75 per cent of people were living and working in larger towns and cities.
- Many sought work in cities and were able to migrate easily due to the new railways.
- This was mostly internal migration (within Britain), but job opportunities also attracted overseas migrants seeking work from places like Ireland.
- The larger towns grew, the more jobs were created, which in turn attracted more migrants.

TIP

Remember that 'migration' means 'people moving from one place to another'. Students often think this means people choosing to permanently live in another country but it also includes people moving to another part of the same country (internal migration), people being forced to move (forced migration) or people moving only for a short time before moving back again.



Test yourself

- 1 Explain how Irish and Jewish immigrants were treated upon arrival in Britain.
- 2 Why were there Indians in Uganda in the nineteenth century?
- 3 Who 'discovered' Australia in 1770?



The role of factors

Record examples of each of the following factors affecting migration to, from and within the British Empire during the nineteenth century. Give examples from the case studies above.

- War
- Religion
- Government
- Economic resources
- Science and technology
- Ideas

For each factor, outline how it affected migration.



Change and continuity tables

Complete the factors table and change and continuity table for Part 3 Expansion and empire. See page 44.



Practice question

Explain two ways in which Jewish migration to Britain in the nineteenth century and Huguenot migration to Britain in the seventeenth century were similar. (8 marks)

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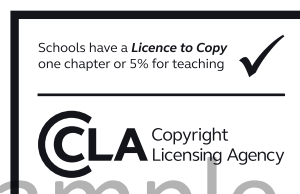
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t: 01235 827827

e: education@hachette.co.uk

w: hoddereducation.co.uk



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