



OCR SHP
GCSE

BRITAIN IN PEACE AND WAR

1900–1918

CHRISTOPHER
CULPIN

An OCR endorsed textbook



The Schools History Project

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- Engaging in historical enquiry
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- Promoting diversity and inclusion
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How this book works

The rest of this book (from pages 8 to 97) is carefully arranged to match what the specification requires. It does this through the following features:

Enquiries

The book is largely taken up with five 'enquiries'. Each enquiry sets you a challenge in the form of an overarching question.

The first two pages of the enquiry set up the challenge and give you a clear sense of what you will need to do to work out your answer to the main question. You will find the instructions set out in 'The Enquiry' box, on a blue background, as in this example.

Record tasks

From that point, the enquiry is divided into three sections. These match the bullet points shown in the specification on page 3. You can tell when you are starting a new section as it will start with a large coloured heading like the one shown here. Throughout each section there are 'Record' tasks, where you will be asked to record ideas and information that will help you make up your mind about the overarching enquiry question later on. You can see an example of these 'Record' instructions here. They will always be in blue text with blue lines above and below them.

Reflect tasks


At regular intervals we will set a 'Reflect' task to prompt you to think carefully about what you are reading. They will look like the example shown here.

These Reflect tasks help you to check that what you are reading is making sense and to see how it connects with what you have already learned. You do not need to write down the ideas that you think of when you 'reflect', but the ideas you get may help you when you reach the next Record instruction.

I

'Land of Hope and Glory'

What were the tensions in Edwardian Society?



Reflect

What impression of the coronation ceremony do you get from the artist's choice of subject and style?

What were the tensions in Edwardian Society?

Tensions

The coronation of 1902 was a time when the tensions of the Edwardian era were at their height. The coronation was a time when the tensions of the Edwardian era were at their height. The coronation was a time when the tensions of the Edwardian era were at their height.

The Enquiry

The purpose and significance of Edward VII's coronation could not have been more apparent. The coronation was a time when the tensions of the Edwardian era were at their height. The coronation was a time when the tensions of the Edwardian era were at their height.

Class distinctions

Record

On pages 14-15 you will find out about the different classes of Edwardian Britain. As you read, think about the different classes and how they lived. Make a note of the different classes and how they lived.

Upper classes (1% of population)	Middle classes (15% of population)	Working classes (84% of population)

The upper classes

The upper classes lived in large houses and had a lot of money. They went to private schools and universities. They had a lot of money and lived in large houses.

Education and expectations

By 1902, education was compulsory for all children. The upper classes had a lot of money and lived in large houses. They had a lot of money and lived in large houses.

Record

Begin your summary chart. Think about the different classes and how they lived. Make a note of the different classes and how they lived.

The working classes



Education and expectations

By 1902, education was compulsory for all children. The working classes had a lot of money and lived in large houses. They had a lot of money and lived in large houses.

Record

Complete the first section of your summary chart by making a note of the different classes and how they lived. Make a note of the different classes and how they lived.

Reflect

Why do you think so many working class people were not able to go to school in the early years of the twentieth century?

[illegible][illegible]

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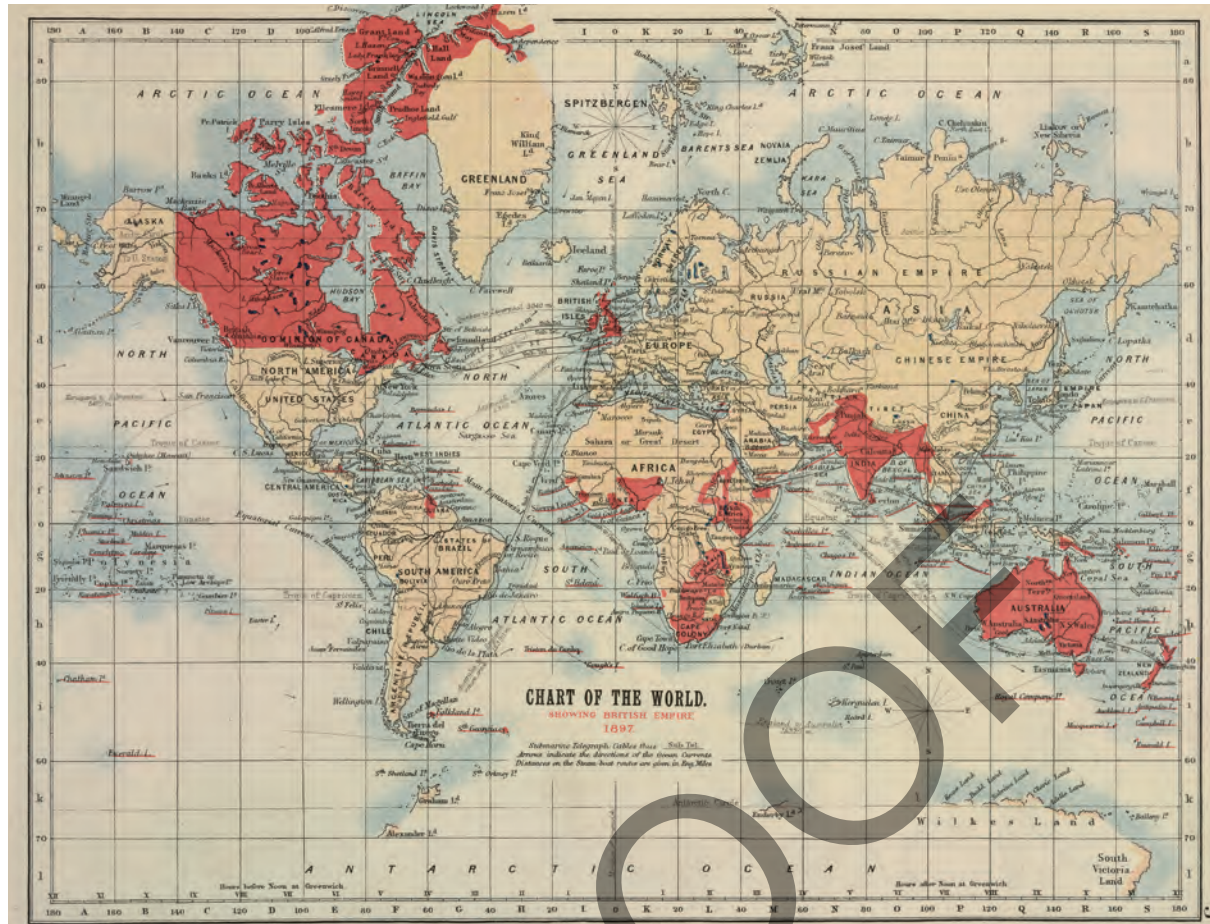
‘The most beneficial empire’

How were British attitudes to the Empire changing?



▲ The Diamond Jubilee Procession, 1897

The British Empire in 1900 was the largest the world had ever seen, covering a quarter of the earth's land and containing a fifth of its population. At its head was the Queen Empress, Victoria. In 1897, Victoria celebrated her Diamond Jubilee with a magnificent procession through London. This photograph shows the Queen on her way to St Paul's Cathedral for a service of Thanksgiving. This procession included 50,000 British and Empire soldiers from all over the world.



▲ The British Empire, 1897

The map above shows a world dominated by the British Empire at the beginning of the twentieth century. These were the great years of British Imperialism, when its expansion seemed unending, inevitable – and a force for good. British Imperialists liked to contrast the British Empire with earlier empires such as, Babylon, Egypt and Rome. These were seen as cruel tyrannies in comparison with the British Empire which a writer for *The Times* newspaper described as ‘the most beneficial empire ever known’.

But some people in Britain, and in parts of the empire, especially India and Ireland, were beginning to question this rosy, self-congratulatory attitude. Increasingly, much more critical views of the British Empire were being heard.

The Enquiry

In this enquiry you will examine how British attitudes to the Empire were changing in the years after 1900. First of all, you will find out about attitudes towards the Empire at the beginning of the twentieth century, how these changed after the Boer War and how the government responded. Then you will focus on two case studies of India and Ireland to explore changing attitudes in more depth.

Your challenge is to plan a new exhibition, ‘Changing attitudes towards Empire’.

The exhibition will be in three parts:

1. Growing doubts and government responses
2. Ruling India
3. Troubles in Ireland

For each part of the exhibition you will:

- Write an introductory panel for visitors to the exhibition.
- Select a picture to be the ‘lead image’ and provide visitors with the context for this.

5

Total war

How did the British respond, 1914–18?

In August 1914 Britain went to war in northern Europe. Just a few months later, the war came to Britain.

Early in the morning of 16 December, people were beginning to go about their lives in the shipbuilding town of Hartlepool in north east England when three large grey German battle cruisers appeared out at sea. What happened next was recalled 50 years later by Harry Bell, then fourteen years old, and already at work:

I was working at Gray's Central Shipyard. I had just finished warming my can of tea at about 8.20 a.m. when gunfire could be heard and everybody went outside to see what was happening. In a few seconds a shell hit the office and blew nearly all of it into the air and at the same time railway wagons were being blown sky-high. Men who were running in that direction turned and made their way towards the back gate leading to Slag Island Quay. Nearing this gate I climbed on one of the uprights and saw that the gasometers were on fire ...

Reaching the corner of Middleton Road and Hartlepool Road I noticed a young boy stretched over the tramlines face downwards and when I went over to him I saw that he was dead with nearly all his chest blown away. A few yards further on I saw Barney Hodgson pinned against the church wall and bleeding very badly. I ran towards him and he said 'Keep running, son, I'm done for'.

When I reached home my mother was propped up against the wall of our house with blood running from her like water from a tap and in the road opposite was a boy by the name of Joseph Jacobs, who was dead. I ran to the bottom of our street and took a barrow from the yard and ran back with it to our house to put my mother on it to take her to hospital. It was then that my brother Tom came up and between us we got my mother and the boy Jacobs on to the cart. Later we stopped a coal cart and asked the driver to take them to hospital, which he did.

At the mortuary I identified our youngest brother who had been killed. Another brother was in hospital with leg injuries. Our family's total casualties were my mother – a lost leg and multiple injuries, a brother killed, a brother with leg injuries and a nephew killed.

▼ A house in Hartlepool after the German bombardment in December 1914



The nature of total war

The war that started on 4 August 1914 was soon being called 'total war'. As we have just seen, one way in which this war was different was that civilians in their homes were killed by enemy action. What else did total war mean?

- The numbers of fighting men on each side, and the weapons they used, placed huge demands on the resources of the nations involved. A modern industrialised state like Britain could only hope to win the war by producing more weapons than the enemy.
- The British government calculated that every fighting man needed three others working to support him. This involved every man and, eventually, every woman in the country: another side to total war.
- Although everyone hoped in August 1914 that the war would be 'over by Christmas', it eventually lasted more than four years, until November 1918. It took time for the government to realise what this meant, and its response changed radically as the war went on.

Reflect

Which of these aspects of 'total war' do you think people in Britain would have found most challenging?

An outline of Britain's war, 1914–18

- 1914** 4 August: Britain declares war on Germany.
5 August: Government calls for 100,000 volunteers to join the army.
8 August: Defence of the Realm Act (DORA) gives the government extra powers.
- 1915** May: Serious shortage of ammunition weakens the British Army.
- 1916** 2 March: Conscription of troops into Britain's army begins.
7 December: Lloyd George becomes Prime Minister.
- 1917** January: German submarine successes cause food shortages in Britain.
- 1918** January: The demands of war drag on into a fourth year.
11 November: Armistice – war ends.

The Enquiry

Your challenge in this enquiry is to find out how the government and the people responded to the demands of this 'total war'. It was a new type of war so it made new demands and created new types of response. It also lasted far longer than most people had expected and this meant that both the demands and the responses changed over time.

In this enquiry you will learn about:

- Government responses to the demands of the war
- Men's responses to the demands of war
- Women's responses to the demands of war.

As you work through the enquiry you will make a set of 'response cards'. Each one will identify a way in which the government or the people responded to the war.

On one side of the card you will note down the date and briefly summarise the response. On the other side of the card you will explain why that response happened at that particular time.

At the end of the enquiry, you will use your cards to help you to decide how well you think Britain met the demands of war overall.

Men's responses

Record

As you read pages 88–91, make your next batch of 'response cards' as explained on page 81.

In the first wave of enthusiasm for the new war, recruiting offices, like this one in central London, were overwhelmed.

By mid-September 1914, 750,000 men had responded to Kitchener's call for volunteers to increase the size of the British Army. Three-quarters of a million brave and idealistic young men aged between 19 and 30, from all social classes, signed up to fight for 'three years or until the war is concluded'.



▲ Crowds outside a recruitment office, August 1914

The call to fight

The pressure to enlist was everywhere. Along with the posters (see page 83), some landowners encouraged their tenants to join up and allowed their families to live in their tied cottages rent-free. Some women joined the 'White Feather' campaign: they were encouraged to hand a white feather, a mark of cowardice, to any man of military age not in uniform (much to the annoyance of soldiers home on leave in civilian clothes, or men in civilian war work).

Calls to volunteer were made at all kinds of gatherings – from the stages of music halls, for example, or, as here, after a football match:

From the *Yorkshire Post*, September, 1914

Stirring scenes were witnessed at Leeds City football ground last night at the end of the match. The Lord Mayor addressed the crowd of 4000 spectators, calling for recruits. There was a spirited rush across the field and rousing cheers. Up the steps sturdy young fellows came, to receive an armlet with the national colours. When the rush subsided it was found that the number of volunteers was 149. The Lady Mayoress called for another 51. Another dash was made and the quota quickly filled.

Perhaps the most cynical of all recruiters was Horatio Bottomley. He made up to £100 a time (over £10,000 in today's money) giving speeches which worked up his audience to a patriotic frenzy and ended with an appeal for volunteers. He was not above telling complete lies or making statements that he could not possibly justify. In a speech in Bournemouth in September 1915, when British troops were failing to gain ground at the Battle of Loos and suffering enormous casualties, he argued:

Ladies and gentlemen, I want you to pull yourselves together and keep your peckers up. I want to assure you that within six weeks of to-day we shall have the Huns on the run. We shall drive them out of France, out of Flanders, out of Belgium, across the Rhine, and back into their own territory. There we shall give them a taste of their own medicine. Bear in mind, I speak of that which I know. Tomorrow it will be officially denied, but take it from me that if Bottomley says so, it is so!



▲ Horatio Bottomley speaking in Trafalgar Square, London 1915

Reflect

Why do you think so many men volunteered to fight in the war?

'Pals battalions'

Many young, working-class men joined up out of patriotism. Others, in these early days of the war, simply wanted a change and an adventure with their mates. The army encouraged 'pals' to join up together on the promise that they would serve together.

Here are the 'Accrington Pals' (officially the 11th battalion of the East Lancs Regiment). Accrington is a town in east Lancashire and every man in the battalion came from that town or nearby.

There was a grim side effect of the pals battalions. Having joined up and served together, many of the 'Accrington Pals' died together on the first day of the Battle of the Somme – 1 July 1916. So many dead at the same time was a disaster for the whole town, with grief-stricken families in every street.



▲ The Accrington Pals on a training course, 1916

Physical requirements

As in the Boer War at the start of the century, army recruitment revealed the effects of poverty on the physical state of working-class recruits. As one recalled:

They asked me my height and I told them. They hummed and haaed about it. I'm five foot six [167 cm] with paper stuffed into my shoes. Anyway, I says to them: 'There's six of my pals joining up, all footballers'. So they says 'Aw, go on let him in'. So I was one of the midgets.

At the beginning of the war, volunteer recruits had to be at least 5ft 6in tall. By May 1915 soldiers only had to be 5ft 3in and the age limit was raised to 40. In July the army agreed to the formation of 'Bantam' battalions, composed of men between 5ft and 5ft 3in in height.

Recruits had to be nineteen years old but many younger men lied their way into the army. Recruiting sergeants often did not check their ages.



▼ New British army recruits in France, July 1918

Reflect

What was the main attraction of 'pals battalions' for working men?

Reflect

How many of the men – or boys – in this photograph of new recruits look nineteen or older?

Preparing for the examination

The British depth study forms the second half of Paper 1: British History. It is worth 20 per cent of your GCSE. To succeed in the examination you will need to think clearly about different aspects of Britain in Peace and War, 1900–1918, and to support

your ideas with accurate knowledge. This section suggests some revision strategies and explains the types of examination questions that you can expect.

Summaries of the five key issues

Your study of Britain in Peace and War, 1900–18, has covered five important issues from that time:

1. Wealth: tensions in Edwardian society
2. Politics: threats to political stability
3. Women: the nature and extent of support for women's suffrage
4. Empire: British attitudes towards the Empire
5. War: responses to the demands of total war.

In the specification for your GCSE course, each of the five issues is divided into three sections. We

divided each enquiry in this book into three stages to match these sections and to help you build your knowledge and understanding step by step.

Now you can use your knowledge and understanding to produce a detailed and accurate summary for each of the five issues. You will also need to be clear about how the five issues are connected. Here are four suggestions for structuring your revision notes and showing the connections between the issues. Choose the one that is best for you or use a variety if you prefer.

1. Mind maps

A mind map on A3 paper (or even larger) is a good way to summarise the important points about a particular issue. It allows you to show connections between different points. This is especially important in the

British depth study as you are expected to show the interplay between issues (how one issue may affect others).



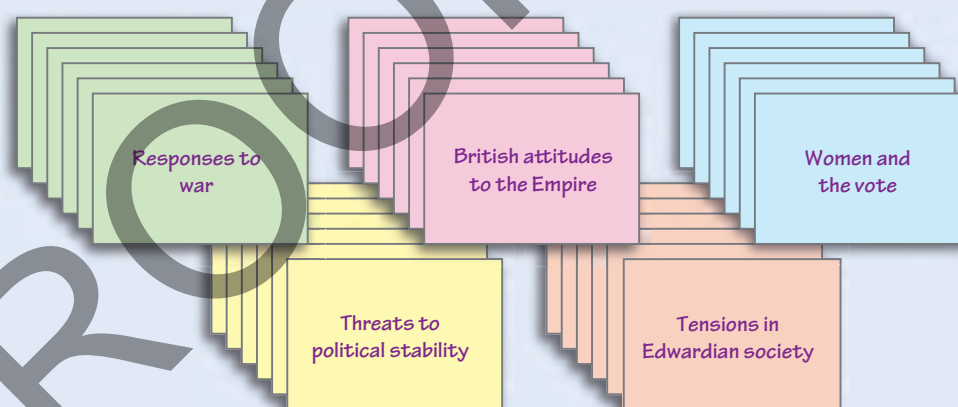
2. Charts

If you find it easier to learn from lists then a summary chart for each of the five issues you have studied might be best for you. You can use the format shown on the right or design your own. Just make sure that you include clear summary points for each of the three sections in each enquiry you studied.

Issue : Responses to total war		
Issue : British attitudes to the Empire		
Issue : Women and the vote		
Issue : Threats to political stability		
Issue : Tensions in Edwardian society		
Britain's power and wealth c. 1900 was industry, Empire, military strength, technology, cities.	Class distinctions: the lives of the upper, middle and working classes.	Rowntree's investigations into the nature of poverty.
•	•	•
•	•	•
•	•	•
•	•	•
•	•	•
•	•	•

3. Small cards

Small cards are a flexible way to make revision notes. You could create a set of revision cards for each of the five main issues/enquiries you have studied. It would be a good idea to use a different colour for each set of cards.



4. Podcasts

If you learn best by listening to information and explanations, you could record your knowledge and understanding by producing podcasts to summarise what you have learned about each of the five main issues. You could produce your podcast with a friend, using a question and answer format.

To be well prepared for the examination you need revision notes that summarise the main points and provide detailed examples in a format that works best for you.

