

# Year 8 Industrial Revolution knowledge organiser

**From 1750 Britain went through a process of change in a number of key areas:**

- **Agriculture** - New tools, fertilizers and harvesting techniques were introduced, resulting in increased productivity and agricultural prosperity.
- **Industry** - factories sprung up all over the country creating more efficient ways to produce goods such as wool, cotton and coal. The increase in factories brought thousands of new jobs.
- **Transport and communications** - Thomas Telford built roads and canals in the 1700s and George Stephenson and Isambard Kingdom Brunel oversaw the 'Railway Mania' of the 1800s. There had previously been no very fast way of transporting goods and people around the country.
- **Technology** - There were also many scientific discoveries and technological inventions that changed society and industry. Changes to sanitation and medical treatment such as the work of John Snow and Edward Jenner improved people's quality of life.

Industrial revolution	A time of great change in Britain between 1750 to 1900
Population	The number of people living in a particular place
Invention	Something new which is created, can be an object or an idea
Economy	The system of how money is used within a particular country
Agriculture	The process of producing food, and fibres by farming of certain plants or raising animals
Poverty	The lack of basic human needs such as clean water, nutrition, healthcare, education and shelter
Sanitation	Sanitation is the system that disposes of human waste
Industry	The process of making products by using machines and factories
Mass production	The production of many products in one go e.g. textiles

## Inventions of the Industrial Revolution

### The Water Frame - 1769

Richard Arkwright invented a machine, powered by water, to spin cotton into yarn, quickly and easily. His machines did not need skilled operators so Arkwright paid unskilled women and others to work on them. This invention allowed factories and mills to be built.

### The Spinning Jenny - 1770

James Hargreaves, a British carpenter and weaver, invents the spinning jenny. The machine spins more than one ball of yarn or thread at a time, making it easier and faster to make cloth. This allows more workers to make cloth more cheaply and increases the amount of factories built.

### The Steam Engine - 1717

Thomas Newcomen invents the first steam engine. It would later be improved by James Watt which meant steam engines could replace water and horse power in a wide variety of industries, which in turn allowed factories to be built anywhere.

### The Locomotive - 1814

Richard Trevithick was a pioneer in early steam engine technology. He developed a new high-pressure steam engine which could be used to reliably move goods and passengers. This invention made transport much easier and quicker.

## Factory working conditions

**Long working hours:** normal shifts were usually 12-14 hours a day, with extra time required during busy periods.

**Low wages:** a typical wage for male workers was about 15 shillings (75p) a week, but women and children were paid much less, with children three shillings (15p). For this reason, employers preferred to employ women and children.

**Cruel discipline:** there was frequent "strapping" (hitting with a leather strap). Other punishments included nailing children's ears to the table, and dowsing them in water butts to keep them awake. **Accidents:** forcing children to crawl into dangerous, unguarded machinery led to many accidents and deaths.

**Health:** The air was full of dust, which led to chest and lung diseases and loud noise made by machines damaged workers' hearing.

## Living conditions

**Overcrowding:** due to large numbers of people moving to the cities, there were not enough houses for all these people to live in.

**Disease:** typhus, typhoid, tuberculosis and cholera all existed in the cities of England.

**Overcrowding, low standard housing and poor quality water supplies all helped spread disease.** **Waste disposal:** gutters were filled with litter. Human waste was discharged directly into the sewers, which flowed straight into rivers.

**Poor quality housing:** houses were built very close together so there was little light or fresh air inside them. They did not have running water and people found it difficult to keep clean.

**Lack of fresh water:** people could get water from a variety of places, such as streams, wells and stand pipes, but this water was often polluted by human waste.

## Important individuals of the Industrial Revolution

### Robert Peel

Peel created and supported the Factories Act of 1844 which restricted the number of hours that children could work in factories as well as setting safety standards for machinery.

### Isambard Kingdom Brunel

One of the most influential engineers of the Industrial Revolution. Brunel built railways and ships and opened up Britain to a new network of industry

### John Snow

Snow was an English physician who discovered that the water in his local area was making everyone ill. His work led to the discovery of cholera and improved fresh water for thousands

### Edward Jenner

Jenner discovered vaccination in 1796. he discovered that if you placed a small amount of disease in a human they were then able to fight it off in the future. This discovery saved millions of lives

### Seebohm Rowntree

Rowntree was an English sociological researcher. He researched people living in poverty and argued that the government needed to do more to help them

# Y8 History Knowledge Organiser: Unit 5- The Slave Trade 1500 - 1832

## Key words:

Slavery	A relationship where one person has absolute power over another. They control their life, freedom and wealth.
Triangle Trade	The name of the system for trading slaves across the world.
Middle Passageway	The names used to describe the journey from Africa to America for slaves, it took up to 2 months.
Plantation	A large farm that slaves worked on to produce cotton, tobacco and sugar.
The Underground Railroad	The secret network of people who would help slaves escape to places of safety.
Abolition	Is the act of putting an end to something by law e.g. slavery.
The Slavery Abolition Act 1833	The Act passed in Britain that abolished slavery.

## Lesson 1 – History of Slavery

Slavery has been around for thousands of years. Different civilisations enslaved different people and used them in different ways.

**Ancient Egypt** - Slaves in Egypt were relied on to build the monuments and pyramids which stand today. They were also used in homes of rich Egyptians. Some Egyptians were sold into slavery because of debts or sold themselves to escape poverty. When pharaohs were fighting against Nubia, Canaan and Syria, they brought in prisoners of war, who were enslaved. They were sent to work in the gold or copper mines, where many died from exhaustion.

**Ancient Rome** - Slaves were people who were captured in battle and sent back to Rome to be sold. However, abandoned children could also be brought up as slaves; fathers could also sell their older children if they were in need of money. Slaves worked in homes, on monuments, in the army and fought to the death for the crowd's amusement. It is thought that 25% of all people in Rome were slaves. Slaves were traded at the market and the Roman economy relied on the money generated by selling slaves.

**Aztec Slavery** - This slavery was very different from what how Europeans were treating slaves. Slaves were not captured people. An Aztec could become a slave as a punishment. Those who did not pay their debts could also be sold as slaves but slavery was personal. It did not pass onto a slave's child. A slave could have possessions and even own other slaves. Slaves could buy their freedom and slaves could be set free if they were able to show they had been mistreated.

**Japan Empire** – During WW2 the Japanese Empire had captured over 140,000 white prisoners, they were soldiers and civilians. They were sent to work on the Burma- Thailand railway. They worked from dawn until dusk 10 days on and 1 off. They were treated poorly and over 90,000 died work on the railway,

**Modern Slaver** - There are an estimated 21-29 million people who are still slaves today. Modern slaver is a multi-billion dollar industry and possible makes up to \$35 billion every year. Some of the worst hit places in the world for slave labour include West Africa and India. Child slavery is also a major problem. This group makes up the majority of slaves in the world today. Most are workers in cocoa, cotton or fishing industries. Children are kidnapped and sold to the highest bidder. This can also include making them child soldiers.



## L2 - The Triangular Trade

The system in which slaves were traded across the world. Ships were loaded in England with goods such as guns, cloth and salt. This was taken to Africa and traded for slaves. The ships then went on a 2 month journey known as the **Middle Passageway** to the Caribbean. Here the slaves were sold to work in the cotton plantations and farms. The ship was then loaded with sugar and cotton, to be taken back to England to be sold for huge profits.

## Lesson 3 – Who benefits from the slave trade?

**Plantation Owners** - Plantation owners, owned large pieces of land which farmed different crops. Plantation owners grew 'cash' crops of sugar, tobacco, coffee, spices and cotton for sale back in Europe which would be worked on by the slaves. By the constant supply of 'free' labour and good trading links plantation owners lived very lavish lifestyles, with very little upset to deal with.

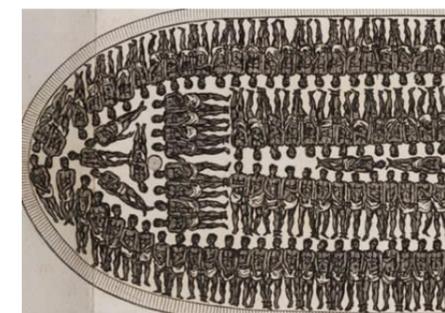
**African Tribal Leaders** - African Tribe Leaders captured slaves through war between rival communities over land. They would then trade their captures for weaponry and gunpowder to increase their power in their native land. They also expanded national trade to trading with European countries to increase their wealth.

**British Business Men** - The Slave Trade made areas such as, Liverpool and Bristol extremely rich. Factory owners and business men that were involved in the production of weapons and gunpowder, benefitted massively from the selling of goods to African Tribe Leaders.

**African Slaves** - Some slaves worked in the plantation owner's house as butlers, cooks or housemaids. They were able to learn new skills, such as cooking and cleaning. They were often dressed in finer clothing and given a better diet than those that worked in the fields.

## Lesson 4 –The Middle Passageway

The Middle Passageway was the longest part of the journey for slaves from Africa to the Caribbean. They suffered through terrible conditions and many died during the journey. Slaves were packed into the ship in very tight quarters and laid down for most of the journey. They were only given little bits of food to keep them going and were severely punished should they disobey orders. Slaves were chained up for the entire journey, meaning that diseases spread quickly and easily from slave to slave. A lot threw themselves overboard in order to avoid their fate as a slave.



## Lesson 5 - Life of a slave

**Domestic Vs Plantation** - slaves fell into these two different types. Domestic slaves were butlers, cooks and maids, who had to look after the plantation owner, his family and his house. Plantation slaves were those who worked 18 hour days on the plantations growing cotton and tobacco. Domestic slaves were usually treated better than plantation slaves, they were given better food and were clothed.

**Accommodation** – slaves lived in wooden shacks with mud floors, with up to as many as 15 people sharing 1 room. There was no furniture and old rags would be used to make beds.

**Family** – Slaves had no legal protection, therefore marriages and families could be broken up lawfully by their owners. Many used this as a threat to control slave behaviour. 32% of slave marriages were dissolved by masters selling slaves away from the family home.

Lesson	Knowledge Test Score (out of 10)
Who benefits from the slave trade?	
The Middle Passageway	
Life of a Slave	
Slave Rebellions	
Abolition in Britain	
Abolition in America	

## Lesson 6 – Slave Rebellion

### The Underground Railroad.

The Underground Railroad grew during the 1800s. 'Free' slaves, both those who escaped and those who were set free, joined together to help other slaves escape. It was a dangerous and illegal action, but it offered hope to those who had no other way of escape. The 'railroad' was a network of people who would escort escaped slaves to places of safety. The Underground Railroad was neither underground nor a railroad, but a secret network of safe houses and antislavery activists - black, white, and Native American - who helped slaves escape to freedom. Every home that welcomed runaways and every individual who offered food, clothing, or other assistance could be considered part of the railroad. Though never formally organized, tens of thousands of slaves, aided by more than 3,200 railroad "workers," escaped to the northern states.

### Rebellions

There were major slave rebellions throughout the 1700-1800's.

**New York City Slave Rebellion--1712**--25 slaves armed with guns and clubs burned down houses on the edge of New York City and killed nine whites.

**Stono Rebellion--1739**--Approximately 80 slaves armed themselves and attempted to march towards Florida from their home area of Stono, South Carolina.

**New York Conspiracy, 1741**-- 31 slaves and 4 whites were executed as a result of rumours of a major slave rebellion in New York City.

**Gabriel Prosser's Rebellion--1800**--Gabriel Prosser, a blacksmith, planned a major rebellion in Virginia. He recruited at least 1,000 slaves to their cause and built up a secret collection of weapons to help attack the state capital of Richmond.

**Denmark Vesey's Uprising--1822**--Vesey, a free black man living in South Carolina began organizing a major rebellion which would take place in 1822 in the city of Charleston. Armed slaves would position themselves outside the houses of whites at night. Then, other slaves would start a major fire in the city. When the white men exited their homes to fight the fire, the slaves would kill them.

**Nat Turner's Revolt--August, 1831** - Turner, a slave preacher,, launched his rebellion by entering his owner's home and killing the entire family, except for a small infant. They moved from one farm to the next, killing all slave-owning whites they found. As they progressed, other slaves joined in the rebellion.

## Lesson 7 Abolition in Britain

Britain was one of the first countries to abolish slavery. It introduced the **Slavery Abolition Act** in 1833. This abolished slavery throughout the British Empire (however there were a few exceptions. In 1843, slavery was finally abolished in all British Territories. An anti-slavery law remains in force to this day.

**Politics** – Granville Sharp used the law courts to try and give slaves their freedom. He fought many court cases, e.g. the *Zong* ship. Slavery was becoming legally unacceptable. Slaves in Britain went to court to get their freedom. By the early 1800s most judges set these slaves free. The law of the land was turning against the idea of slavery.

**Economics** – Sugar plantations were closing as cheap sugar could be bought from Brazil and Cuba. People argued that slaves would work harder if they were freed and paid.

**Religion** – Christian groups, such as the Quakers, thought that slavery was a sin against God and religion.

**Beliefs and Ideas** - The Society for the Abolition of the Slave Trade was set up in 1787. Anti-slavery petitions were signed in British towns.

**Media** – Thomas Clarkson collected evidence against slavery. He spread his message all over the country by publishing posters, pamphlets and making public speeches. Hannah More was a member of the Abolition Society. She wrote poems and books about the horrors of the slave trade, and convinced many of the need to ban it.

**Key Individuals** - William Wilberforce campaigned against the slave trade. The first time he introduced the idea he lost the debate by 163 votes to 88 but he never gave up.

## Lesson 8 – Abolition in America

The USA abolished slavery on the 31<sup>st</sup> January 1865. It was known as the **13<sup>th</sup> Amendment** and it declared that all people in the United States were free.

However the abolition of slavery was a huge issue in America and even caused the American Civil War between the North and the South states.

**Economics** - The abolition movement in the North was hated by most southern slave owners who feared the loss of their slave labour force.

The northern states were going through an industrial revolution and needed more people to work in their factories. Some northern factory owners believed that if freed, the slaves would leave the south and provide the workers they needed.

The North wanted taxes placed upon imported foreign goods to protect their new industries but the mainly agricultural south depended on trade and was therefore against this.

**Politics** - The North and South also argued over the States of Kansas and Nebraska as to whether or not they should be 'free' or 'slave' states.

The key issue for the south was 'States' Rights' – the freedom of individual States to decide their own rules without control by the central government. Eleven states decided to leave the Union to form their own separate nation called the '**Confederate States of America**'. This resulted in the outbreak of a civil war.

**Key Individuals** - **Abraham Lincoln** was elected as president of the United States in 1860. He had spoken out against slavery and the South feared he would try to end slavery.

**Changing Ideas** - so many white volunteers had been killed in the war that Black regiments were formed and proved they could be successful and courageous. Many of their actions earned the admiration of Northerners.