



Knowledge Organiser: Year 8 History

How did the growth of British imperial power come at the expense of Native peoples?

Who was the strongest power in 1558?

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- **England:** Elizabeth was the Queen of England which included Wales. Elizabeth prevented Spain from invading England using her navy (England becoming a significant naval power).
- **Spain:** the wealthiest European country because of its overseas Empire, controlling land in the Americas which was full of gold.
- France: focused on itself due to religious and civil wars within France; did little expansion in this period.
- The Holy Roman Empire: controlled all of modern day Germany, Czechia, Switzerland and Austria as well as land in modern day Poland and Italy; allied with Spain.
- The Incan Empire: largest Empire on earth in 1532; in 1532 the Spanish conquered the Inca and by 1558 much of the Empire was now controlled by the Spanish.
- Ottoman Empire: controlled trade between Europe and Asia until the early 16th century, making them very wealthy.
- China (Ming dynasty): population of around 160 million people with an army as large as 1 million men; so economically powerful they were able to build the Great Wall of China to defend from attacks.

Elizabethans and the New World

2

Early colonies in North America

3

Spain did not allow other countries to trade with their colonies without a licence.

 Spanish control over new goods angered the English, who were jealous of Spain's wealth.

 Famous English sailors who explored the New World and also plundered Spanish ships in the Americas were Francis Drake, Walter Raleigh and John Hawkins.

 Elizabeth often paid for their sea voyages because of the money they earned for England.

Colonisation of the West Indies

 British settlers claimed Barbados in 1625; sugar farming began on the island in the 1640s.



4

- Cromwell wanted to build an empire for England seized Jamaica from Spain in 1655 and defeated the Spanish in battle to win control of the island.
- Britain gained the island of St Vincent in 1763 from France as part of the treaty that ended the Seven Years War.



- Trinidad became a valuable island due to cotton and sugar production; Britain seized the colony in 1797 and Spain surrendered it.
- Europeans forced the Taino people to work for them and those who refused were tortured or killed; many Native people were wiped out by new diseases; many Carib people were killed by the British.

Roanoke:

- First settlers found it hard to survive; constant fighting with the local Native Americans – they went home; no one knows what happened to the second group of settlers.
- The English were now determined to create a successful settlement in Virginia.

Jamestown:

- Lots of problems: built on swamp land; men not able to fish and hunt to survive; many deaths through disease and conflict with Natives.
- Became a success because of tobacco.

<u>Plymouth</u>



- Settlers found it difficult to survive the winter (disease spread).
- Local Native called Squanto taught them to survive.

Early Relationship with Native Populations

- Many chiefs first thought the English could be valuable allies against Spanish raids and enemy tribes.
- Relations deteriorated as the colonists demanded more land.
- Outbreaks of war between English and Natives led to many Native people being slaughtered.
- European diseases ravaged Native populations, such as the Wampanoag.



How do we use Knowledge Organisers in History

How can you use knowledge organisers at home to help us?

- **Retrieval Practice**: Read over a section of the knowledge organiser, cover it up and then write down everything you can remember. Repeat until you remember everything.
- **Flash Cards**: Using the Knowledge Organisers to help on one side of a piece of paper write a question, on the other side write an answer. Ask someone to test you by asking a question and seeing if you know the answer.
- **Mind Maps:** Turn the information from the knowledge organiser into a mind map. Then reread the mind map and on a piece of paper half the size try and recreate the key phrases of the mind map from memory.
- **Sketch it**: Draw an image to represent each fact; this can be done in isolation or as part of the mind map/flash card.
- **Teach it:** Teach someone the information on your knowledge organiser, let them ask you questions and see if you know the answers.

How will we use knowledge organisers in History?

- **Test:** We will do regular low stakes tests to check your ability to retrieve information from memory.
- Mark our answers: Once you have done a low stake test you can mark your work using the knowledge organiser.
- **Improve our work:** Once you have finished a piece of work you may be asked to check your knowledge organiser to see if there is any information on it that you could add into an answer.

Date	Section of knowledge organiser	Score