

Name:

Year 7 Exam Study Booklet

The topics you need to revise for your Year 7 exam are:

- The Peasants' Revolt (1381)
- The Middle Passage
- Conditions for enslaved people on plantations
- Rebellion against slavery (Case Study: The Underground Railroad)

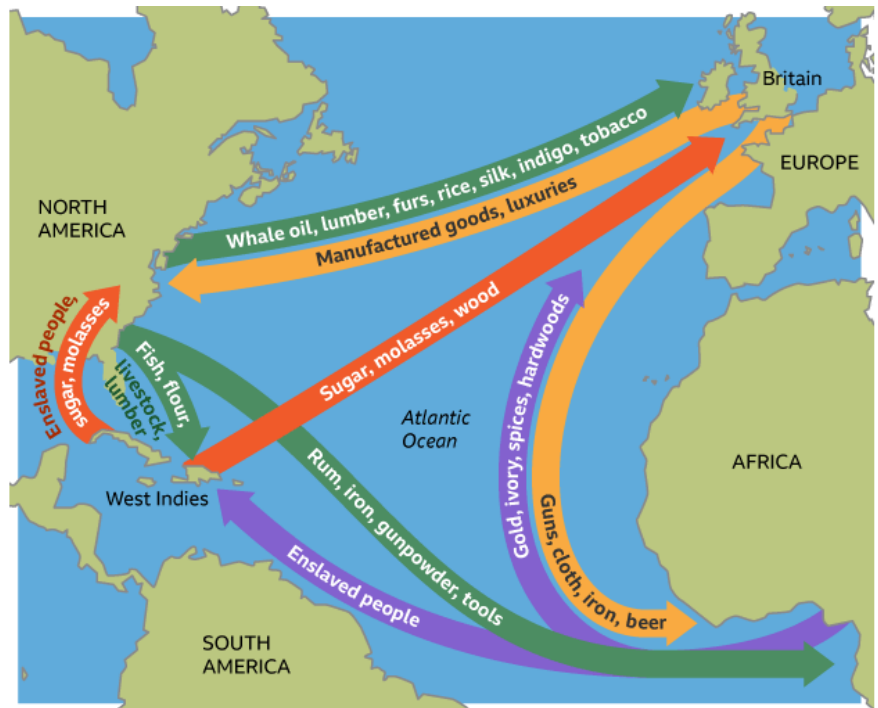
The question types which will appear on your Year 7 exam are:

- Describe two features of _____ (4 marks)
- How useful are Sources A and B for an enquiry into _____ (8 marks)
- Explain why... (12 marks)

The Middle Passage

The Middle Passage is the journey for enslaved people from Africa to the Americas. It is estimated that 2 million people died on this journey.

The following information comes from **BBC Bitesize**: [The transatlantic slave trade overview - The transatlantic slave trade - KS3 History - homework help for year 7, 8 and 9. - BBC Bitesize](#) (if you visit the website it also contains a short video and a quiz)



Britain to West Africa

Ships were packed with cloth, guns, ironware and other goods in British ports. They would travel to Africa. On the coast of West Africa, the British would trade these goods for men, women and children.

Capture and enslavement in West Africa

African men, women and children were kidnapped from countries including modern-day Nigeria, Ghana, Sierra Leone, and the Democratic Republic of the Congo. They were captured in raids by slave traders, or sold by African leaders following local conflicts.

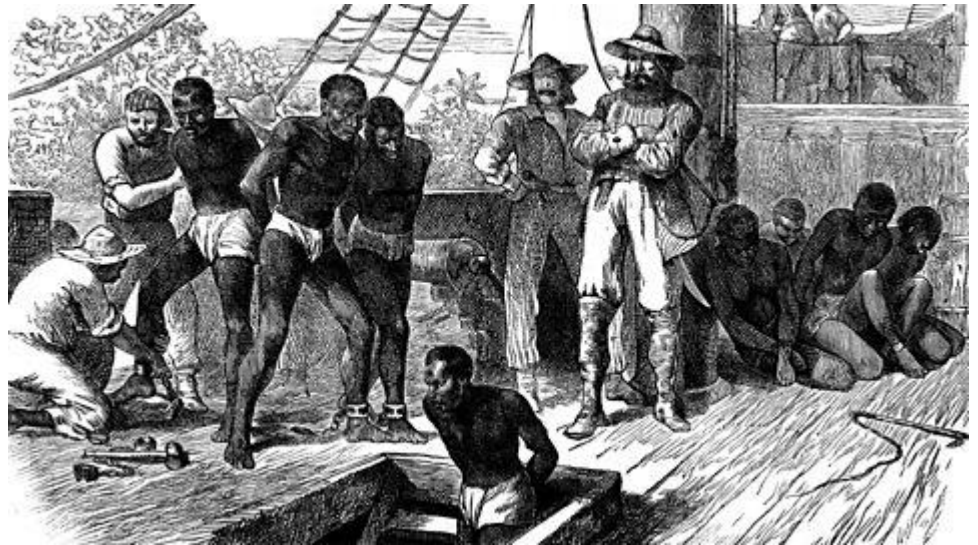
There is evidence of this from texts written by people who were enslaved. In his autobiography, Olaudah Equiano wrote that he was violently captured from his village, along with his sister, in the

Kingdom of Benin. Another writer, Ottobah Cugoano, described being attacked and threatened by men with guns.

Enslaved people were chained together in groups, and taken by boat along West Africa's waterways to the coast. Here, traders would wait to sell enslaved people to European traders.

The Middle Passage

Many enslaved people had to wait months in dark cellars and dungeons of European-built castles and forts on the coast. Elmina Castle in modern-day Ghana, pictured here, and Bunce Island off the coast of modern-day Sierra Leone were used to imprison people before transportation to the Americas. Enslaved people were kept until ships had arrived to take them across the Atlantic. The gates of the castles and forts were known as points of no return. From here, enslaved people would be forced onto ships to endure the Middle Passage. The journey could take up to 12 weeks in horrific conditions.



The journey to the Americas

Men were packed together below the decks in cramped conditions, chained to one another by the legs. From the writings of survivors, it is known that the air was putrid and hot, and that illness was rife. Women and children might be kept on the open upper decks, but were often subjected to abuse from the crew. Poor food, lack of sanitation and violent punishments given by the crew meant many died during the journey.

Arrival in the Americas

On arrival in the Americas, enslaved people were subjected to humiliating checks. They had their mouths opened to look at their teeth, and sometimes had oils put on their skin to make them look healthier after their difficult journey. Enslaved people were treated as objects and sold at auctions. They were sold to the highest bidder, and belonged to them for life. Following the auction, enslaved people were transported throughout the Americas.



Two-thirds of enslaved people were sent to plantations in the Caribbean.

Life for enslaved people on plantations

The following information comes from **BBC Bitesize**: [The experiences of enslaved people - The transatlantic slave trade - KS3 History - homework help for year 7, 8 and 9. - BBC Bitesize](#) (if you visit the website it also contains a short video and a quiz)

What actions did plantation owners take to control the enslaved population?

Many plantation owners wanted to avoid any resistance and aimed to strip enslaved people of their identities and cultures. They enforced upon them a new diet, climate, language and new customs in an attempt to distance them from their past lives. This process was known as 'seasoning' and typically lasted between one and three years.

During and beyond the 'seasoning' period, enslaved people faced both mental and physical torture. They faced extreme working conditions, which they were forced to obey, including working up to 18-hour days and performing gruelling labour tasks like harvesting crops. Any act which could have been seen as defiance or resistance was brutally punished.

Life on plantations

Many enslaved people died early of exhaustion, injury or disease. Between 1748 and 1788, traders brought 335,000 enslaved people to the island of Jamaica. Yet in 1788, only 226,432 enslaved people were recorded on the island.

The process of producing sugar

The majority of enslaved people worked on sugar plantations, where the work was incredibly difficult. The sugar crop needed a lot of labour and taking too long to harvest the cane could spoil a whole crop.

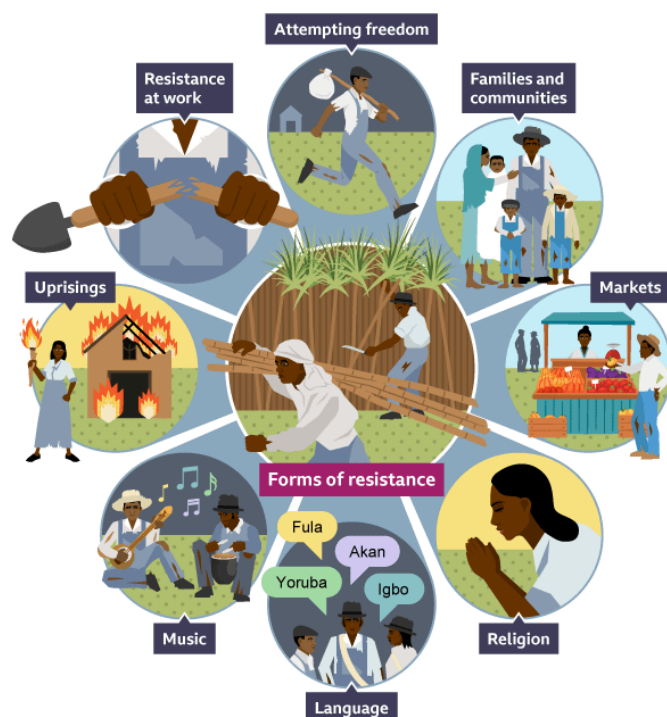


The ground on the sugar plantation had to be dug over, and holes to for planting the cane had to be made. Once planted, the cane had to be fertilised with animal manure. The working day was at least 18 hours long, in scorching conditions.

Constant weeding was needed to protect the cane as it grew. At harvest time, sugar cane was cut and loaded onto carts. This was back-breaking work and involved twenty-four-hour labour. The harvested cane was taken to the sugar mill, where it was crushed and boiled to extract the juices. Large rollers were used to do this. It was dangerous work. Many people had to have their arms amputated following accidents using the machinery.



Rebellion Against Slavery



The Underground Railroad

Many enslaved people tried to run away from their plantations. This was very difficult to do for a few reasons.

- It was hard to get away in the first place. They might be watched by the overseer. They might have to work in irons/chains.
- It was easy to be spotted as a runaway. There would be very few free black people living in the South. Sometimes enslaved people were branded with the mark of their 'owner'.
- There was no quick way to travel; people would have to walk hundreds of miles.
- Along the way there were many people who would catch and turn in runaways for a reward, and few who would help.
- Often people didn't know where they were or where to go. Even if they did escape, what would they escape to?

The Underground Railroad was an organisation that helped runaways to escape. It was made up of black and white people. It was not really underground, and not really a railroad. This was a metaphor: Underground= hidden, Railroad= way to travel. This was operating around 1830-1860. About 3000 people worked on it and maybe about 75,000 people escaped using it. They had more chance of success than if they ran away by themselves.

Some people on the Underground Railroad were 'stations'. This meant that their houses were safe places for runaways to hide, rest and eat on their way to North to freedom. They might indicate that they were a 'station' by using a secret sign that people using the Underground Railroad would know to look out for (for example something in the window, or hung on a washing line). Despite acting in secret, people working as 'stations' took great risks. They could be arrested or attacked if people found out what they were doing. This is because the law treated enslaved people as 'property' so helping runaways was seen a theft.

Some people on the Underground Railroad were 'conductors'. They might help people get away from their plantation in the first place and guide them to safety. They would have connections with the 'stations'. They might have a map, or knowledge of how to find their way. Conductors also took great risks. Many had escaped themselves and if they were caught, they would be returned to slavery.

One of the most famous 'conductors' was Harriet Tubman. She was born into slavery in about 1820 in Maryland. She resisted slavery in every way she could. Her owner said she was 'stupid' and 'not worth sixpence'. In 1849, when her owner died, Harriet ran away. The Underground Railroad helped her to reach Canada. She could not forget her family and friends back in Maryland and so became a conductor, making 19 journeys to Maryland. She led 300 people to safety. Southerners offered rewards of \$52,000 for her capture but she always got away and never lost a 'passenger'.

You could watch this as a reminder about Tubman: [The life and work of Harriet Tubman \(dramatisation\) | History - True Stories \(youtube.com\)](#)

Tasks to test your knowledge (try and do this from memory, like you will need to in the exam)

Give three reasons why the Middle Passage was such an awful journey:

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-
-

Give three ways in which working on a plantation was awful for enslaved people:

-
-
-

Give three reasons why running away was very difficult:

-
-
-

Explain in your own words what the Underground Railroad was:

Give two ways in which a 'station' on the Underground Railroad could help people:

-
-

Give two ways in which a 'conductor' on the Underground Railroad could help people:

-
-

Why did Harriet Tubman run away?

Why did Tubman help other people to run away?

How did she help them?

The Peasants' Revolt (1381)

You learned about this a while ago, so you could watch this as a refresher: [The peasants' revolt | History - The Plantagenets \(youtube.com\)](#)

The following information comes from **BBC Bitesize**: [The Peasants' Revolt - The Peasants' Revolt - KS3 History - homework help for year 7, 8 and 9. - BBC Bitesize](#) (if you visit the website it also contains a short video and a quiz)

The trigger for the revolt came in May 1381. A tax collector arrived in Fobbing, a village in Essex. The peasants refused to pay the poll tax and their opposition spread to surrounding villages in Essex and Kent.

Peasants gathered together and started to march towards London, led by a man named Wat Tyler. They were joined by more supporters

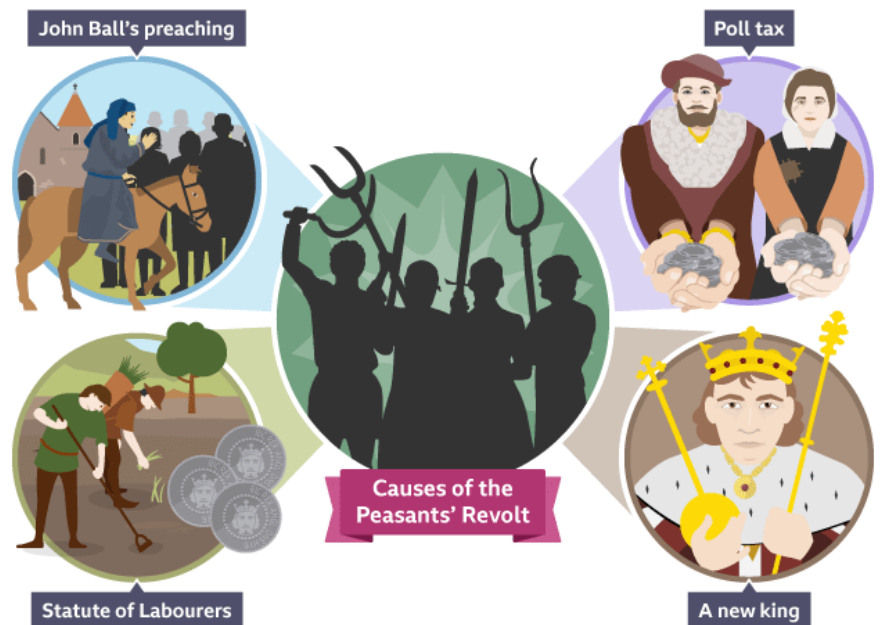
John Ball spoke to a crowd of peasants at Blackheath, in the south of London. He encouraged them to rebel and demand greater rights.

The crowd burned down buildings and freed prisoners. King Richard and his advisors took shelter in the Tower of London. Richard agreed to meet the peasants at Mile End, and the peasants gave their demands. They wanted to be free to move around the country. Richard, who was only 14 years old at the time of the uprising, said he would agree to their demands.

Shortly after the meeting at Mile End, peasants stormed the Tower of London and murdered Simon Sudbury, who was the *Archbishop of Canterbury* and also the *Lord Chancellor*.

Richard agreed to meet the peasants again, this time at Smithfield. There is some uncertainty as to what exactly happened when Richard met with Wat Tyler, though historians believe the following to be the most likely sequence of events: Richard told the peasants they should leave London as he had agreed to their demands, but Tyler said he wanted more reforms. Some chroniclers recorded that Tyler looked as though he was going to strike the King, and the Mayor of London stepped forward to protect him. Tyler was stabbed, either by the mayor himself, or by Richard's soldiers. Tyler managed to run away and was taken to a hospital. He was tracked down by the mayor of London, taken back to Smithfield and executed.

King Richard rode his horse over to the crowd of peasants. He told the peasants that he was their leader and that they should leave the city. Most of the peasants did leave, believing that the changes Richard had agreed to at Mile End would be put in place. However, Richard did not keep his promises and their lives went back to how bad they had been before.



Tasks to test your knowledge (try and do this from memory, like you will need to in the exam)

Aspect of the Peasants' Revolt	Identify an example	Add a bit of detail
Causes (reasons why it happened)		
Event (happened during the Revolt)		
Event (happened during the Revolt)		
Result (how did it end?)		

Question Type Guidance:

- Describe two features of _____ (4 marks)
- How useful are Sources A and B for an enquiry into _____ (8 marks)
- Explain why... (12 marks)



Describe two features of... (4 marks)

Mark scheme:
Award 1 mark for each valid feature up to a maximum of two features. The second mark should be awarded for **supporting information**.

'Supporting information'

This is where you add additional descriptive detail

What more can you say about the nose and eyes?

One feature of this man's face is his eyes (1 mark). They are brown and symmetrical, both containing an iris and a pupil. (2 marks)

Explain why... (12 marks)

You need to give *reasons* why something happened.

You should write 3 well developed paragraphs. The question will give you hints of ideas you *could* write about, but you must also include your own information.

You should stay focused on the question.

For example:

Explain why completing assessments at school is helpful to students (12 marks)

Paragraph 1: 'Completing assessments is helpful because it is a good motivator to revise knowledge. Revision means... For example you could... This is helpful to students because their knowledge will be more secure.'

Paragraph 2: 'Completing assessments is helpful because it prepares you for exams like GCSEs. GCSEs are important because... Examples of GCSEs you might need are... This is helpful to students because they will have the right qualifications for the next stage of life or education.'

Paragraph 3: 'Completing assessments is helpful because it shows teachers how well students are doing. This is important because... Examples of strengths or weakness students might have are... This is helpful to students because their teacher can make plans to help them with their weaknesses'

When looking at usefulness of sources, you need to consider these things:



Content

What's in it?

Provenance

Where/who does it come from? What type of source?

Context

What else was going on in the background?



BE SPECIFIC!



SHOW DEPTH!



STAY FOCUSED!

- Names of people, places, events, group, books etc.
- Specialist terminology (keywords)
- Specific examples (for example...e.g...)
- Numbers (e.g. '1000 people' not 'a lot of people')
- Dates: centuries, decades, years.

- Because...
- Therefore...
- For example...
- So...
- This meant...
- Consequently...
- As a result...
- However...
- If...then...
- Although...
- Even though...
- As...

- Use the wording of the question in your answer
- Write about the relevant topic and time period