

William Lovett became the leader of the **Moral Force Chartists** in the 1830s, using writing, speeches, education and peaceful demonstrations to achieve political reform. He was born in Cornwall in 1800 and raised as a Methodist Christian. Lovett moved to London to expand his work opportunities in 1821 and soon began to attend evening classes at the London Mechanics' Institute. Here, he met radical publishers and abandoned his Methodist beliefs. Over time, Lovett joined more and more organisations focused on trade and the cooperative sharing of knowledge and resources.

In 1831, William Lovett's name was drawn for service in the **London Militia**. He refused to serve or pay for a substitute to take his place. As a punishment, all of his household goods were seized. Lovett started a successful campaign against the Militia with the slogan of "No Vote, No Musket".

Lovett decided that parliamentary reform was now the most important issue facing working people and joined the National Union of the Working Classes (NUWC). In March 1832, he was arrested during a peaceful demonstration, but released without charge. In June 1836 he helped form the London Working Men's Association (LMWA). At one meeting in 1838 they drew up a Charter of political demands. Lovett became the leader of the group known as the **Chartists**.

In 1839 Lovett was arrested for making a speech in Birmingham. The authorities claimed that his description of the Metropolitan police as a "blood thirsty and unconstitutional force" was **sedition libel**. Lovett was found guilty and sentenced to 12 months in Warwick Goal. Lovett's prison sentence severely damaged his health, forcing him to **recuperate** in Cornwall. When he returned to London, he opened a bookseller's shop. He decided to retire from politics after being constantly attacked and criticised for his leadership of the Chartists. He continued to run his bookshop, wrote school textbooks and taught evening classes. He died in extreme poverty in August 1877.

William Cuffay played a key role in the Chartist movement in London in the 1840s. Cuffay was mixed-race, the son of a White English woman from Kent and a former-enslaved Black man from St. Kitts (a British colony). He was born with a deformed spine and shin bone in 1788.

Cuffay became a successful London tailor but was dissatisfied with his working conditions and went on strike in 1834, demanding a ten-hour workday from April to July and an eight-hour day during the rest of the year. He also demanded higher pay. The strike failed, Cuffay was sacked and subsequently blacklisted from employment. Undeterred, in 1839, Cuffay helped to form the Metropolitan Tailors' Charter Association. He was elected first to the Chartist Metropolitan Delegate Council in 1841 and onto the National Executive of the Chartists in 1842.

Cuffay was one of the organisers of the large Chartist rally on Kennington Common on 10 April 1848, but was dismayed by the timidity of other leaders, who had rejected the idea that the rally should be a show of force. Cuffay's radical faction soon became involved in plans for a display of "physical force", known as the **Physical Force Chartists**.

Whilst involved in more violent tactics to achieve the vote, Cuffay was betrayed by a government spy. He was arrested and convicted of preparing acts of arson, intended as a signal for the planned armed uprising. He was sentenced to 21 years of correctional transportation to Tasmania and spent the rest of his life there. Though he was pardoned three years after his conviction, Cuffay elected to stay in Tasmania, working as a tailor and involving himself in local politics. He continued to organise and agitate for democratic rights in Tasmania until he died in 1870, at the age of 82. Although Cuffay died in poverty, seven Australian newspapers in three states – Tasmania, New South Wales and Victoria – published obituaries, showing that his work was remembered after his death

Elizabeth Hanson was a key figure in the Chartist movement in the 1830s, actively campaigning for women to increase their political role in society and to support the idea of universal suffrage.

She was born in Elland, near Halifax, in 1797 and became politically active after she was angered by the passing of the Poor Law Amendment Act in 1834. This Act stated that women were dependents of their husbands and did not acknowledge the contributions that women made to the family income themselves.

At a meeting in February 1838, Elizabeth suggested that women should join together to form political organisations in order to ensure that they had a role in informing policy. Elizabeth's husband Abram was a prominent Chartist in Elland and, as an extension, Elizabeth created the Elland Female Radical Association in March 1838 stating 'It is our duty, both as wives and mothers, to form a Female Association, in order to give and receive instruction in political knowledge, and to co-operate with our husbands and sons in their great work'. She became one of the movement's most effective speakers and one newspaper reported she "melted the hearts and drew forth floods of tears".

Elizabeth and her fellow members attempted to improve their political knowledge by attending evening-classes so that they were better equipped to fight for the suffrage of the working classes.

In 1839 Elizabeth gave birth to a son, who she named after Feargus O'Connor, the leader of the Physical Force Chartists. She continued to be involved in the campaign for universal suffrage. Abram Hanson acknowledged the importance of Elizabeth's work, saying "the women who are the best politicians, the best revolutionists, and the best political economists... should the men fail in their allegiance the women of Elland, who had sworn not to breed slaves, had registered a vow to do the work of men and women."

After 1840 Elizabeth was less active in the Chartist movement. This was probably because of having a very young son to look after. However, as late as 1852 Elizabeth was sending small donations to Chartist causes.

KS3 HISTORY (NC 2014)

Year 7	Substantive content (end points which children will learn)
Term 1	<ul style="list-style-type: none"> • Odysseus: Greek culture ideas around being civilised. (C8th-7th BC) • Socrates: Athenian politics: Fall out of the Thirty Tyrants and Peloponnesian War. (399 BC) • Cicero: Roman Politics: Importance of Catiline's legal rights. (63 BC) • Dark Ages: Rise of monotheism and institutions. (C5th-10th AD)
Term 2	<p>Year 7 Exam #1 - Week beginning 31st October 2022.</p> <ul style="list-style-type: none"> • Saxons: Viking colonisation and the emergence of an Anglo-Saxon culture. (700-1000 AD) • Norman conquest: the importance of Papal support and consequences for 'the English'. (1066-1087 AD) • First crusades: Consequences of the centralisation of the Western Church around Papal power. (1095 AD)
Term 3	<ul style="list-style-type: none"> • Kings and Queens: Papal approval: Ability to obtain regal legitimacy from Pope. (1137 AD), Autonomy of kings: Disputes over the ordination of Archbishops. (1170 AD), Christian colonisation: Interactions between Western and Byzantium Christianity and Islamic culture. (1189 AD), Papal power: Consequences of monarch's excommunication. (1209 AD) • Mongol Empire: Mongol colonisation and re-ordering of existing hierarchies, incl. trade routes. (1158-1227 AD)
Term 4	<ul style="list-style-type: none"> • Silk Roads: The experiences and discoveries of Marco Polo (1271-1295 AD) • Cathar heresy: Papal use of inquisition and record keeping; consolidating power. (1294-1324 AD) • Kingdom of Mali: Impact of Mansa Musa's Islamic Haj to the Mediterranean economy. (1324 AD) • Black Death: Destabilisation of feudal life and undermining of Western Christianity, including peasants revolt. (1347-8 AD)
Term 5	<p>Year 7 Exam #2 - Week beginning 18th April 2023.</p> <ul style="list-style-type: none"> • Western medicine: Re-evaluation of ancient texts after fall of Constantinople. (1453 AD) • Renaissance life: Complexities of Tudor society. (1485-1603 AD)
Term 6	<ul style="list-style-type: none"> • The spread of Lutheranism: Rejection of Papal authority. (1517 AD) • English reformation: Monarch's ability to impose their religious views. (1537-1603 AD) • European voyages of exploration: Significance of the interconnection caused by the Columbian Exchange. (1492 AD)

Year 8	Substantive content (end points which children will learn)
Term 1	<ul style="list-style-type: none"> • Mughal Empire: Trading ventures: Beginnings British Empire. (1612 AD) • English Civil War and interregnum: Destabilising effect of radical ideas on the English monarchy and its peoples. (Mid C17th AD) • Glorious Revolution: Enfranchisement of nobility and gentry: Process of power transferring from monarch to parliament. (1688 AD) <p>Year 8 Exam #1 - Week beginning 17th October 2022.</p>
Term 2	<ul style="list-style-type: none"> • Emigration: Colonial experiences: The opportunities of the New World's climate and resources. (C17th AD) Impact of changing farming practices on rural communities. (1750s AD). Forced migration: Consequences of clearances, crime, and famine. (1845 AD), • Trans-Atlantic Slave Trade: Dangers of speculation: Public awareness of economic risks. (1720 AD), Exploitation of Africans: Drivers of the trans-Atlantic slave trade. (1750s AD) • Enlightenment: Legitimacy of political authority: application of Enlightenment ideals on revolutions (America-1776, France- 1789), Moral vs economic motivations behind ending of slave trade. (1807 AD),
Term 3	<ul style="list-style-type: none"> • Industrial Revolution: Patent rights: Legal privilege granted to those with capital (1785 AD), English textiles: Legal reactions to industrial changes. (1812),
Term 4	<ul style="list-style-type: none"> • British Democracy: Protests: Political reactions to urbanisation. (1819) Extending the franchise: National campaigns for middle- and working-class voting rights. (1832 AD), Reaction to political reform: Entrenchment of working-class alienation. (1834 AD) <p>Year 8 Exam #2 - Week beginning 27th March 2023.</p>
Term 5	<ul style="list-style-type: none"> • British Empire: Resistance to Empire: Attempts to disengage. (1839 and 1857 AD), Enthusiasm for Empire: Growth of public British imperial pride. (1887 AD) • Nineteenth century philosophy: Revolutions: Intellectual response industrial changes. (1848 AD) Reform: Attempts to improve working and living conditions. (1890 AD), Dangers of pseudo-science: Impact of the Theory of Evolution. (1859 AD),
Term 6	<ul style="list-style-type: none"> • Women's Suffrage: Role of mass media in political activism: dominance of middle-class suffrage campaigners (NUWSS, 1897, WSPU, 1903). • First World War; causes (Late-19th c-1914), Limitations of mass society: difficulties in controlling perceptions during crises (1914-1918).

Year 9	Substantive content (end points which children will learn)
Term 1	<ul style="list-style-type: none"> • Russian Revolution: Dictatorship via a coup d'état: (1917). • Consequences of the First World War: The stability of mass participation: Reflections on the First World War's aftermath (1919), Weaknesses of mass democracy: Emergence of fascist backlash against communism. (1921) • 1920s USA: Benefits and limitations of capitalism: e.g., Consumerism, advertising, sports, role of women (1923)
Term 2	<ul style="list-style-type: none"> • Interwar British Imperialism: Challenge of status quo: e.g., Indian Congress and Gandhi. (1930) • Great Depression: Crises of capitalism through the nature of boom and bust. (1932) Year 9 Exam #1 - Week beginning 28th November 2022. • Stalin's Russia: Consolidation and control of dictatorship (1937)
Term 3	<ul style="list-style-type: none"> • The Holocaust: The ability to exclude members of mass society, (1942) • Second World War: Collision of militarism and nationalism: Second World War causes. (1939), Interpretations of collective memory of events, incl. Empire soldiers. (1941)
Term 4	<ul style="list-style-type: none"> • Post-war decolonisation: Disintegration of imperialism and rise of ex-colonial nationalism, (1947) • Post-war education: Shifting sense of self, experiences based on gender and sexuality: (1945-present overview) • British Civil Rights: e.g., the realities of the Windrush experience and minority groups.
Term 5	<ul style="list-style-type: none"> • American Civil Rights: Facade of legal equality in the United States. (1950s-60s) Year 9 Exam #2 - Week beginning 22nd May 2023.
Term 6	<ul style="list-style-type: none"> • Cold War: Incompatibility of Western Capitalism and Soviet and Chinese Communism: International Relations during the Cold War. (1948-9) post-Revisionist interpretation of Communist ideology: Life in East Germany. (1990) • War on Terror: Significance of 9/11 on the wider world.