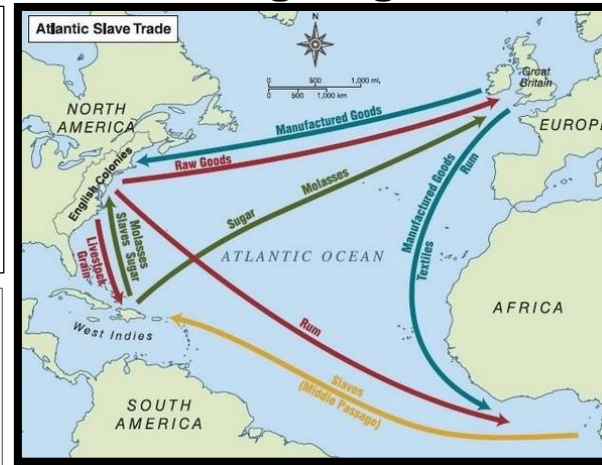


What was the impact of the European Age of Exploration? Knowledge Organiser

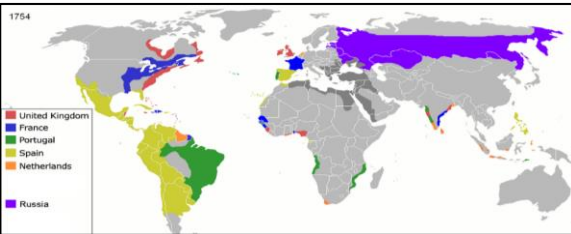
The **Age of Exploration** (also called the Age of Discovery) began in the 1400s and continued through the 1600s. It was a period of time when European nations, led by **Portugal** and **Spain**, began exploring the world. They discovered new routes to India, much of the Far East, and the Americas. The Age of Exploration took place at the same time as the Renaissance. In the 15th Century several factors combined to create the conditions needed for these voyages to take place: changes in religion, a new era of curiosity and learning, developments in technology and threats to existing land trade routes.

The British Empire has its origins in the Age of Exploration, with its first colony established in 1585 at Roanoke. Although the colony failed subsequent attempts such as that at Jamestown were successful, with tobacco providing Virginian planters with huge profits. Colonists brought new ideas and technology to the Native Americans (like farming techniques and weapons). They also brought new diseases which wiped out many Native Americans. Britain's strong presence in North America only ended when she lost control of the new USA in 1785, following the war of independence.



The Age of Exploration facilitated the exploitation of indigenous peoples. **Slavery** would become an important source of income for the British Empire (and for other European colonial powers like Spain, Portugal and France). Between 1500-1850 more than 11 million Africans were transported to European owned plantations in America and the West Indies. This was part of the triangular slave trade. Plantation life was hard and dangerous and slaves were treated harshly.

Africa had only limited colonisation before 1880 (the British, French and Portuguese has some small colonies on the coast). It lacked the conditions necessary for any plantation system (cultivable land with easy reach of the sea). It consisted of highly organised states (such as the Songhai) who would not tamely submit to European mastery. Europeans needed to deal respectfully with the West African rulers as they had the means to provide the fresh slaves Europeans wanted for their New World colonies.



Spain was the first European power to dominate the New World, growing rich on plunder from the Aztec and Inca Empires. She used much of her wealth to facilitate religious wars in Europe.

Key Words:

Colony- a country or area under the full or partial political control of another country.

Colonist - a group of people living in a colony, consisting of the original settlers and their descendants and successors.

Privateer- a ship's captain with royal permission to attack and plunder foreign ships

Emigration- the act of leaving one's own country to settle permanently in another.

Triangular Trade- took goods to West Africa to trade for slaves who were sold in America to buy goods like sugar and cotton that were transported back to Europe.

Plantation- an estate on which crops such as coffee, sugar, and tobacco are grown.

Trade- the action of buying and selling goods and services.

Slavery- system in which principles of property law are applied to humans.

New World- North and South America which were only known to Europeans after 1492

Columbian Exchange: the exchange of plants, animals and diseases between the Americas and the Old World after Christopher Columbus' voyage in 1492

White Gold - nickname used for sugar due to the profits which could be made from growing it.

Indentured labour - system in which people paid for their passage to a new country by working for an employer there for a fixed term of years.

From 1415 Henry the Navigator drove the Age of Discovery, financing Portuguese voyages down the West African coast.	1453 the fall of Constantinople to the Muslim Turks hindered the flow of trade from the Silk Roads into Europe.	1492 Christopher Columbus, sailing west to find a new sea route to India and China, made landfall in the Caribbean, believing he had actually reached the Indies.	1494 Treaty of Tordesillas divided the newly discovered (non - Christian) lands outside Europe between the empires of Portugal and Spain.	1498 Vasco da Gama landed at Calicut in India, establishing a sea route from Europe to Asia (round Africa via the Cape of Good Hope).	1521 Cortes conquered the Aztec Empire and claimed the area (now Mexico) for Spain.	1564 John Hawkins kidnapped 300 West Africans and sold them in Spanish colonies - the start of English involvement in the slave trade	1577-80 Sir Francis Drake completed his circumnavigation of the world.	1584 Elizabeth I gave Sir Walter Raleigh a royal charter to colonise the New World.	Jamestown in Virginia was the site of the first <i>successful</i> British colony in America, established in 1607 .	In 1625 the British acquired Barbados from the Spanish. Sugar plantations (and a slave based economy) soon replaced tobacco plantations.
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Were the Mughal Emperors “master gardeners”? Knowledge Organiser

The Mughal Empire

The Mughal Empire ruled much of India and Pakistan and lasted from 1526 until 1857.

It reached its largest extent under Aurangzeb, between 1657 and 1707.



The Mughal Empire

The Mughal Empire was in **decline** after 1707.

The **last** Mughal Emperor Bahadur Shah Zafar was accused of aiding rebels in a war against the British in 1857 and banished from India.

The **British** became the next rulers of India from 1858.

Key Mughal Emperors

Babur 1526-30: Descendent of Genghis Khan and Timur, two great central Asian warriors. **Founder** of the Islamic Mughal Empire

Humayun 1530-40, 1555-56: Temporarily lost Babur's conquests in 1540 but re-established Mughal rule in 1555. He did help the Mughal empire become an **artistic power**, starting the great Mughal tradition of **miniature painting**.

Akbar (the Great) 1556 – 1605: Recovered and extended the Mughal Empire – ruled over 100 million people. Developed strong administration and tax systems. He believed all religions should be tolerated and that a ruler's duty was to treat all believers equally. His government included many Hindus in high positions – the governed were allowed to take part in the governing.

Jahangir 1605-27: Made limited military conquests, bringing in a period of relative **peace**. An opium addict, he allowed his **wife** Nur Jahan much political influence

Shah Jahan 1627 – 57: Ruled the Mughal empire at its height. He was more interested in **architecture** rather than art and is famed for building the **Taj Mahal**. He drew many of the craftsmen who built it from the empire but also from other parts of the Islamic world. However Shah Jahan had to raise taxes considerably to pay for it.

Aurangzeb 1657-1707: His attention was on extending his lands not on art or architecture. A devout Muslim he **ended** the policy of religious tolerance followed by previous emperors. Under Aurangzeb the Mughal empire reached the peak of its military power but it became **unstable**, partially because Aurangzeb's religious intolerance and heavy taxation inspired opposition but also the empire had become **too big** to be successfully governed.



Innovations

Military: Mughal warfare involved **soldiers on horseback**, as well as war elephants and the use of gunpowder. Theirs was a much more **mobile** style than the Islamic sultans of northern India (who deployed huge numbers of war elephants). Babur introduced military innovations such as the **matchlock musket and cannon** – never before used in Hindustan and enabling him to beat Sultan Lodi's force of 100,000 men with only 20,000 of his own at the Battle of Panipat in 1526.

Art & architecture: The Mughal period is associated with a growth of beautiful art. Handwritten books and poetry were decorated with patterns, borders and small detailed paintings called miniatures created, providing detailed information about the Mughal court and empire. The Mughals did not force Central Asian architecture on India (unlike the British who would later build Western style buildings). Instead the Mughals style of architecture was a mix of Hindu design, using figures, animals and variety, with the Islamic highly symmetrical, geometric patterns. The style relied particularly on colour and inlaid precious gems.

Religion: The Mughals were **Muslims** who ruled a country with a large **Hindu majority**. However for much of their empire the Mughals allowed Hindus to reach senior government or military positions. Non-Muslims were not forced to obey Islamic law until Aurangzeb took power.

Key Words

Mongols– tribe who conquered much of central Asia in the 13th Century. Mughal is the Persian word for Mongol.

Harem - the part of the court reserved for the emperor's wives and concubines (mistresses) and their entourage

Hindustan - name given to the northern part of India

Jharoka – special window at which Mughal emperors showed themselves to their people.

Jizya – the poll tax that the Delhi sultans had imposed on all non-Muslims before Mughal rule began. Abolished by Akbar in 1564 but reinstated by Aurangzeb in 1679.

Mansabdars - nobles and officials who helped the emperor to rule his lands.

Sati/suttee – a practice found chiefly among Hindus in South Asia, in which a widow sacrificed herself on her deceased husband's funeral pyre.

East India Company – the British trading company which set up a trading post at Surat in 1612.

Factory – a compound set up by European traders including warehouses and residences.

Who or what brought about the end of Slavery in North America? Knowledge Organiser

What factors were involved in the ending of the Slave Trade in the British Empire?

- A British abolition movement led by William Wilberforce and Thomas Clarkson raised awareness about the conditions of slavery and pushed the bill through parliament.
- The British public signed petitions and boycotted sugar to support the movement.
- Some historians argue that the trade became less profitable (although this is debated by historians) and so was no longer required.
- The enslaved consistently resisted slavery (including in a revolution in Haiti) which made it challenging to continue.

How did the geography of slavery make it hard for it to survive?

- Most enslaved in the USA worked on plantations in the Southern states. These states had conditions and crops that were best suited to plantations and slave labour.
- After the American Revolution states in the North gradually rejected slavery and by 1804 became Free States.
- As a result tensions grew between the North and South over the issue of slavery, runaway slaves often sought refuge in the North.
- The campaign to end slavery in the whole of the USA was rooted in the North.

How did slave resistance undermine Slavery?

- The enslaved resisted in a wide variety of ways, running away was common and a system developed called the Underground Railroad to help slaves escape to safety in the north and Canada.
- Harriet Tubman was active in the Underground Railroad having escaped from slavery herself. The actions of her and others helped to damage slavery by constant running away.
- The enslaved also engaged in uprisings, Nat Turner led an uprising in Southampton County, Virginia. Although it failed the threat it posed increased the fears of slave owners.
- The actions of the enslaved inspired writers like Benjamin Lay who wrote treatises about the terrible conditions in which they lived and worked.

What was the role of the Civil War in ending slavery?

- The USA became very divided between North and South and the issue of Slavery was identified by President Lincoln as being at the heart of this divide.
- People in the North were influenced by writing like Uncle Tom's Cabin and were encouraged to oppose slavery.
- In the South slavery was at the root of the economy, cotton picked by slaves in the South was the most profitable US export.
- The Civil War between North and South broke out when Lincoln (who was opposed to slavery) became president.
- When the North won they were able to legally end slavery. The emancipation proclamation freed slaves involved in the war in 1864.
- In 1865 the Thirteenth Amendment to the Constitution abolished slavery.

Did reconstruction succeed?

- The population in the South who had been defeated in the civil war were very resistant to reconstruction.
- Although slavery had legally ended attempts were made to try and retain the social order by keeping black people at the bottom of society.
- There was some change, the 14th Amendment gave them full citizenship and the right to vote and black Americans were elected into local political positions.
- Organisations developed (like the Ku Klux Klan) to terrorise the newly free.



"Slave resistance, not bourgeois liberalism, lay at the heart of the abolition movement. Slave rebellions paralleled isolated criticisms of slavery in colonial America. The enslaved inspired the first abolition societies as well as the first landmark cases that developed emancipation in the Western World. The actions of slave rebels and runaways, black writers and community leaders, did not lie outside of but shaped abolition and its goals. The story of abolition must begin with the struggles of the enslaved"

The Slaves cause, Manisha Sinha

Key Words:

Civil War – a war fought between citizens of the same country.

Rebellion – an act of armed resistant to a government or social order.

Confederacy – US states in the south who declared independence from the United States.

Underground Railroad – a secret network helping the enslaved escape to the North or Canada.

Reconstruction – the period following the civil war during which the south was controlled by the US government and new laws were introduced, including rights for black Americans.

Missouri Compromise – a legal agreement that the new state of Missouri could be a slave state while all land to the West of it would be free (from slavery).

Company Rule 1757-1858: This period of rule by the EIC in the Indian subcontinent effectively began with Clive's victory at the Battle of Plassey and lasted until the British Crown took direct control in 1858.

Why were the British not “master gardeners”? Knowledge Organiser

The former Government House, Calcutta. Based on Neoclassical architecture and built on the lines of the Curzon family mansion Kedleston Hall (Derbyshire).



Key Words:

Monopoly: Exclusive right to trade
Sepoy: Indian troops serving in the British Army.
Nawab: A Muslim title/ Muslim nobleman.
Doctrine of Lapse : A policy applied by the BEIC until 1858. It said any Indian princely state would be annexed (taken) into British India if the ruler was judged (by the British) to be clearly incompetent or died without a male heir.
Mutiny: an open rebellion against authority, usually by soldiers or sailors.
Raj: Rule, particularly British rule in India (1858-1947).
Viceroy: Literally, the deputy for the monarch: the title of the man who headed up the government in India after 1858).
Cash crops: crops (eg cotton or tea) which are produced to be sold at market at a profit rather than for the farmer to feed their family.

1600: The East India Company was founded and given a royal charter. The aim of this private company was to make maximum profit for its share-holders, from India's natural resource – silk, gold, silver, gemstones, tea and spices, and her manufactured goods like beautiful textiles.

1612: the first East India Company trading post was set up in Surat, by permission of the Mughal Emperor – others followed eg in Madras (1638) and Bombay (1668).

1707: Emperor Aurangzeb died and Mughal control began to weaken (emphasised by Nader Shah of Persia's raid in 1739, when he defeated the once mighty Mughal armies).

1750s onwards: Following Clive's success at the Battle of Plassey in Bengal, the EIC used a combination of military force and negotiation with local princes to extend its political and economic control into other areas of India. In the 1700s there was considerable integration between EIC employees and the Indian people with whom they worked, learning local languages, many marrying Indian women or adopting aspects of Indian customs/culture.

1800 - 1850s: The British in India became increasingly separated from the local people, dressing in British dress, socializing only with other British people and refusing to learn local languages. The British Government allowed missionaries to travel to India to spread Christianity.

May 1857: 85 Sepoys mutinied in Meerut, sparking a period of rebellion against the British (representing longer term unhappiness at unfair treatment of sepoys, concerns that the British were trying to convert Indians to Christianity, harsh taxes and policies like the doctrine of lapse).

The Raj 1858 – 1947: The period of **direct rule** of India by the British Crown, overseen by a new government department (the India Office) and a Viceroy ruling in India on behalf of Queen Victoria, from 1877 the Empress of India).

The Raj - key features

Military: Indian soldiers continued to be vital to British rule. European officers controlled Indian soldiers in the Indian Army. Around **40% of India's wealth was spent on the army** which was used by Britain all over the world, including wars in **South Africa** in 1899-1902, and **WW1 and WW2**.

Politics: India was governed by the **Viceroy**, on behalf of the British monarch. However, only **60% of India was governed directly** by the British. The rest were **Princely states** where local rulers had complete authority as long as they did not do anything the British disapproved of. There were some **consultative councils** made up of educated Indians but these had **no real power** and were just to help the British keep an eye on the mood in India.

Infrastructure : The British built **40,000 km of railways, 110,000 km of canals and irrigated 6 million hectares of land in India**. These measures were designed to ensure the most effective movement of troops to help control India and to enable efficient and profitable trade for Britain.

Economy: India was a vast supplier of raw materials to Britain and it brought British manufactured goods in return. Britain was heavily reliant on the huge profit she made from this trade. **India's share of the world manufacturing exports fell from 27% to 2%** under British rule – the **Indian textile industry was destroyed**. The British encouraged the growth of cash crops, meaning that when famines occurred their impacts were worsened as fewer food crops were being grown.

Administration: The British were reliant on thousands of Indians, whom they kept as **subordinates**. Day to day work was undertaken by low-paid Indians. A new professional middle class of Indian civil servants emerged who could use English language as well as their own.

Religion: Following the “mutiny” the British tried to interfere less with religious and cultural matters. Hinduism and Islam remained the largest religions in India.

Education: Thousands of schools and colleges were opened, **teaching English language and British ideas on democracy and justice**. Indian children attending British run-schools usually had to wear British style uniforms, learn British games and work from textbooks produced in Britain. Command of the English language was considered essential if they were to enter the prestigious Indian Civil Service.



The former Victoria Terminus Station in Bombay – built in 1878, mixing Victorian Gothic design with features of Indian palace architectural tradition.

Historians now emphasise that India was a culturally developed nation when the British became involved there, counteracting arguments made by the British at the time that they were ruling India for India's benefit, to help it develop, culturally and economically.

“In the beginning, there were two nations. One was a vast, mighty and magnificent empire, brilliantly organized and culturally unified, which dominated a massive swath of the earth. The other was an undeveloped, semi-feudal realm, riven by religious factionalism and barely able to feed its illiterate, diseased and stinking masses. The first nation was India. The second was England.”

From Indian Summer by Alex von Tunzelmann