Dream BIG // Work Hard // Achieve More

Knowledge is power

Hanham Woods Academy

Year 8 Block 3 Knowledge Organisers

Dream BIG // Work Hard // Achieve More

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Hanham Woods Academy

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Dream BIG // Work Hard // Achieve More

Revision Strategies

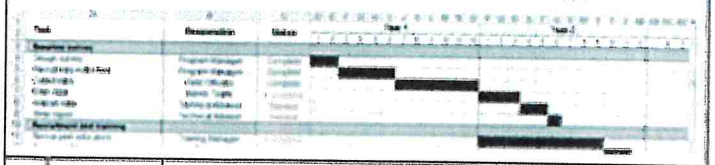
Hanham Woods Academy

1. Cornell Note Taking [Retrieval practice + Elaboration]

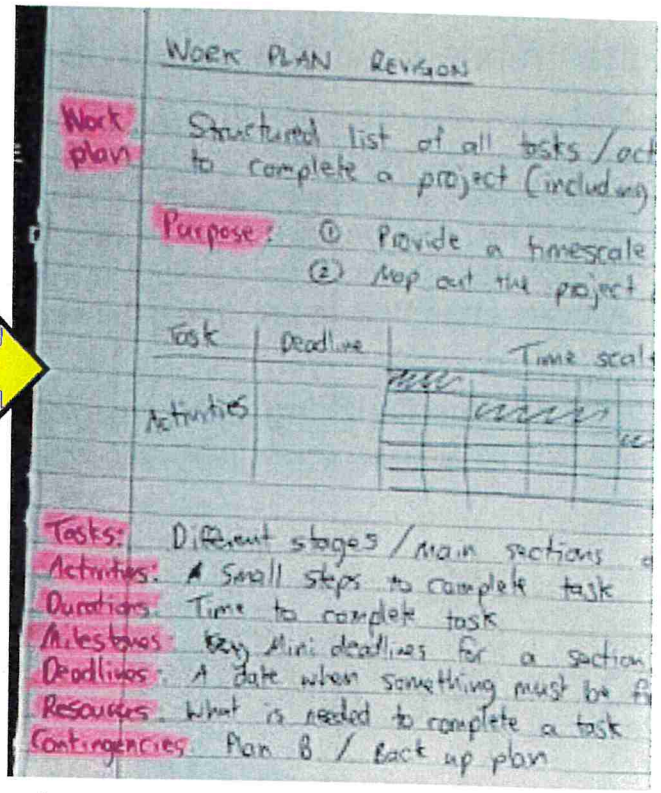
Cornell note taking is a method for summarising information to help you remember it. To use this method you will need a revision guide and/or a knowledge organiser.

STEP ONE: Select a section of a knowledge organiser or a page in a revision guide.

PRODUCING WORK PLANS & PRODUCTION SCHEDULES

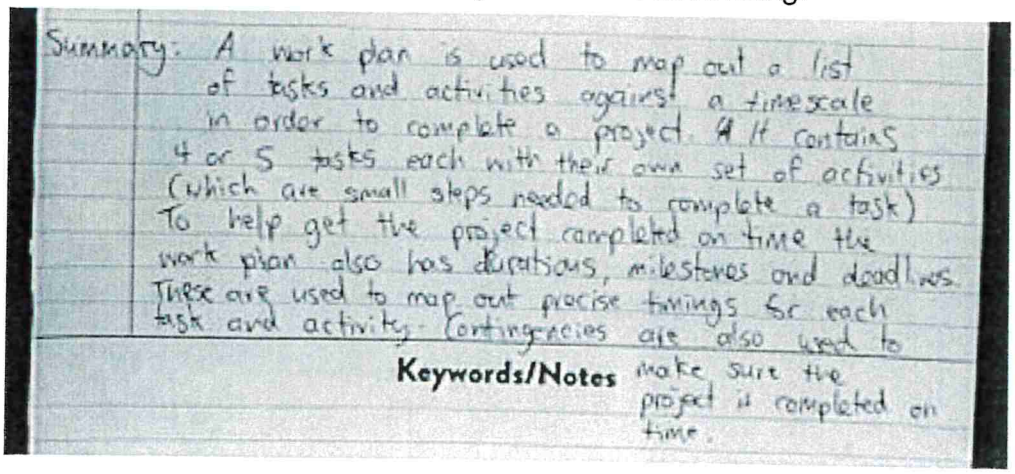


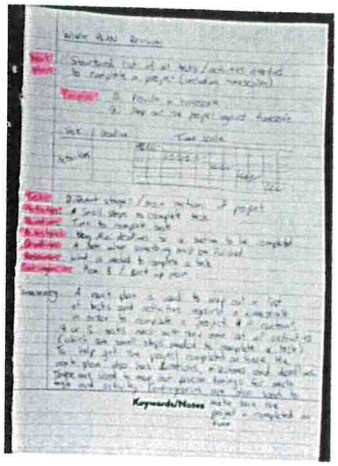
8	Work plan	Structured list of all the tasks and associated activities needed to complete a project, along with the timescales.
9	Purpose	- Provide a timescale for the project being comp - Map out against time all the different aspects o project
	Content	
10	Tasks	The different stages / main sections of the overall project.
11	Activities	A series of things to do in order to complete a task.
12	Durations	Amount of time that a task is expected to take to complete.
13	Timescales	How long the overall project will take to complete.
14	Milestones	Key dates when a section is completed.
15	Deadlines	A date when something must be completed by.
16	Resources	What is needed to do the tasks and activities.
17	Contingencies	'What if' scenarios, back-up plans such as extra time or alternative ways to do things should something not go to plan.



STEP TWO: Write down the first key word into the margin and then write a definition from memory. Work through the knowledge organiser / revision guide until you have the main key words, definitions and/or diagrams noted down for a specific concept / idea (see example above).

STEP THREE: Using the key words and definitions, write a short summary paragraph which explains how the key ideas link together. This is an opportunity for you to test what you've understood from the information you have been revising.





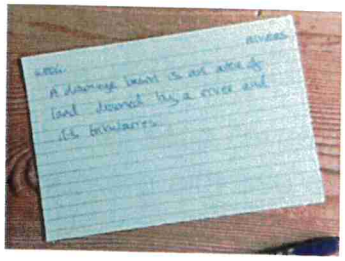
2. Self-quizzing [Retrieval practice]

2 (a): Flash Cards

Flash cards are a great way of self-quizzing, which helps you to remember key knowledge.

STEP ONE:
Write the keyword or question on one side of the card.

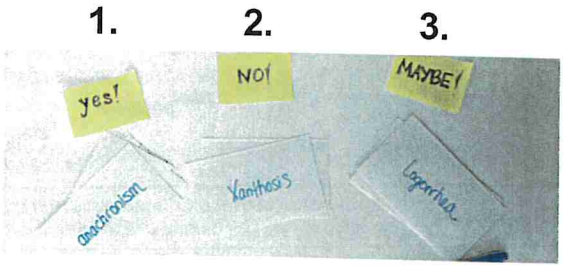
STEP TWO:
Write the best possible definition / answer on the other side of the card.



STEP THREE: Using Flash cards // *The Three Pile Method*

Test yourself (or ask a friend) to see if you can remember the definitions on the back of each card.
- Cards that you consistently get correct, put in pile 1.
- Cards that you consistently get incorrect, put in pile 2.
- Cards that sometimes get correct, put in pile 3.

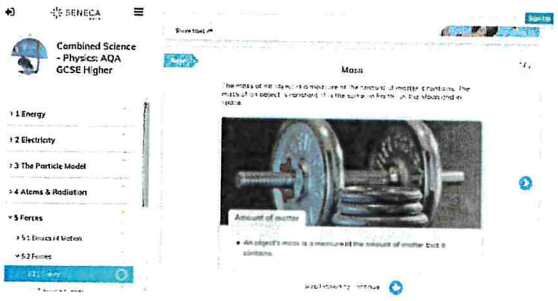
Allocate more time to practicing the cards in pile 2.

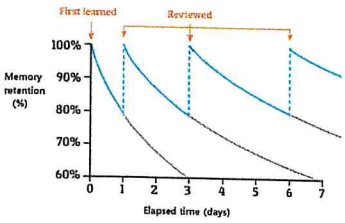


2 (b): Online Quizzing platforms // More hours = More learning!

Seneca Learning is a great (free!) resource for transferring knowledge into your long-term memory.

SENECA





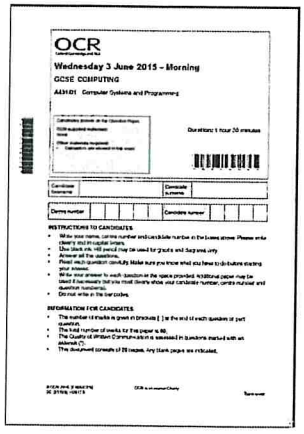
Improves memory retention.

3. Practice questions / Past papers [Retrieval practice + Elaboration]

Practice questions / Past papers are a great way to elaborate on what you know and test your understanding. It also helps you to practice different types of question whilst helping you to adjust to exam conditions which can reduce anxiety.

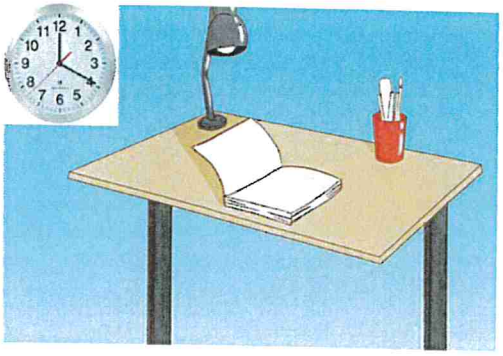
STEP ONE:

Collect past papers / mark schemes from your teachers.

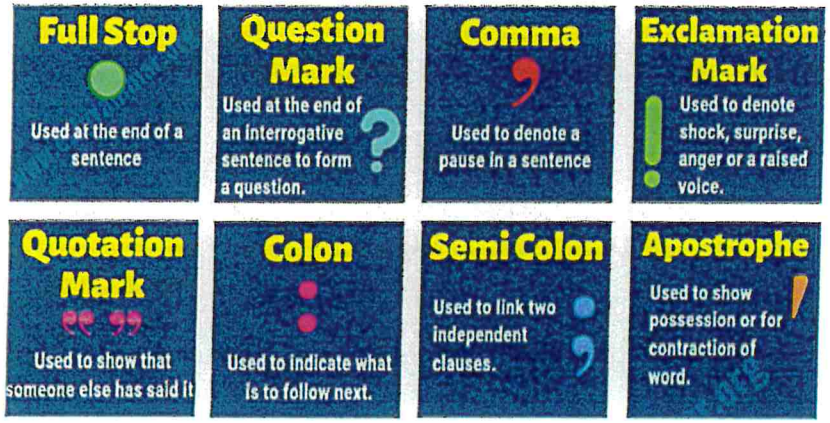


STEP TWO:

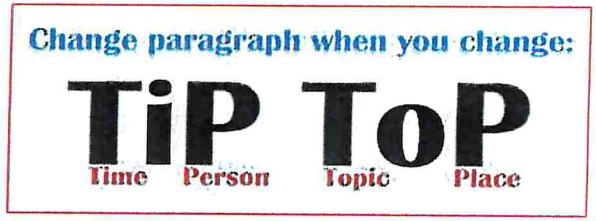
Find a quiet place to attempt the paper.
Use a timer to mimic exam conditions.
Use the mark scheme to review your answers.



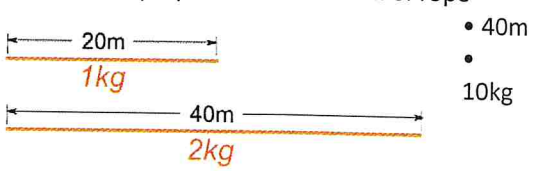
Key Words		
1	**Dystopia**	An imagined state or society in which there is great suffering or injustice, typically one that is totalitarian or post-apocalyptic.
2	**Allegory**	A story, poem, or picture that can be interpreted to reveal a hidden meaning, typically a moral or political one.
3	**Fable**	A short story, typically with animals as characters, conveying a moral.
4	**Communism**	A social organization in which all property is owned by the community and each person contributes and receives according to their ability and needs.
5	**Injustice**	Lack of fairness or justice
6	**Totalitarian**	A system of government that is dictatorial and requires complete subservience to the state.
7	**Propaganda**	Information, especially of a biased or misleading nature, used to promote a political cause or point of view.
8	**Context**	The circumstances around an event, statement, or idea, which help it to be fully understood.
9	**Rhetoric**	Language designed to have a persuasive or impressive effect



Characters in Animal Farm		
11	**Mr Jones**	*Drunken owner of Animal Farm. Embodies the tyranny of man.*
12	**Mr Pilkington**	*Owner of Foxwood . Sells land to Napoleon and praises his methods.*
13	**Mr Frederick**	*Cutthroat businessmen. Trades with and manipulates Napoleon.*
14	**Mr Whymper**	*Sly, greedy and self interested. Solicitor who aids Napoleon's tyranny.*
15	**Moses**	*Tamed raven of Jones. Spreads the idea of Sugarcandy Mountain.*
16	**Snowball**	*Devoted to animalism and the education of lesser animals. Hero at the battle of the cowshed.*
17	**Squealer**	*Mouthpiece of Napoleon. Uses propaganda to control the animals.*
18	**Boxer**	Devoted citizen and immensely strong. Innocent and naïve.
19	**Clover**	*Maternal , caring and loyal. Senses hypocrisy but cannot articulate it.*
20	**Mollie**	*Shallow and childish. Craves ribbons and sugar. Deserts the farm*
21	**Benjamin**	*Stubborn, cynical and apathetic. Only stirred to passion by Boxer's removal*
22	**Napoleon**	*Expels Snowball. Executes animals. Establishes himself as dictator. Controls with fear. Becomes Jones.*
23	**Old Major**	*Wise, old pig. Inspires the rebellion with his rhetoric.*



Maths 8.3 Topic 3

	Term	Definition
1	Percentage	A rate, number or amount out of 100.
2	Reverse percentage	When you are given a percentage that is not 100% and a value, and you need to work out the original value (100%). E.g. 40% = 24. So 10% = 6 So 100% = 60.
3	Multiplier	A number you can multiply by to do percentage increase or decrease in one step. E.g. Increase by 7% = Multiply by 1.07 Decrease by 8% = Multiply by 0.92
4	Percentage change	$Percentage\ change = \frac{change}{original} \times 100$
5	Increase	Make something bigger (in size or quantity).
6	Decrease	Make something smaller (in size or quantity).
7	Interest	As a percent (per year) of the amount borrowed
8	Annual	Something that happens once a year.
9	Proper Fraction	A fraction where the numerator is less than the denominator. The value is less than 1.
10	Improper fraction	A fraction where the numerator is greater than the denominator. The value is more than 1.
11	Mixed number	The mixed number is made of a whole number and a fraction
12	Simplest form	A fraction is in simplest form when the numerator and denominator cannot be any smaller (while still being whole numbers).
13	Simplify fraction	To put a fraction into its simplest form
14		
15	Ratio	A ratio shows the relative sizes of two or more values. Example: if there is 1 boy and 3 girls you could write the ratio as: 1:3 (for every one boy there are 3 girls)
16	Proportion	Proportion says that two ratios (or fractions) are equal. Example: 1/3 = 2/6
17	Proportional	When quantities have the same **relative** size. In other words they have the same ratio. Example: A rope's length and weight are in proportion. When 20m of rope weighs 1kg, then: of that rope weighs 2kg 200m of that rope weighs etc. 
18	Directly proportional	Directly proportional: as one amount increases, another amount increases at the same rate.
19	Inversely proportional	Inversely Proportional: when one value decreases at the same rate that the other increases. Example: speed and travel time. As speed goes up, travel time goes down And as speed goes down, travel time goes up
20	Metric Unit	Unit of measurement in the metric system. Metric units include metre, centimetre, millimetre, kilometre, gram and kilogram.
21	Multiplier	The number that you are multiplying by.
22	Speed	How fast something is moving. Measured as distance travelled per unit of time. Example: The speed of these cars is over 150 kilometres per hour (150 km/h).
23	Compound units	Units with two dimensions and requiring calculation. Examples: speed calculated as distance ÷ time; and density calculated as mass ÷ volume.

Year 8 Block 3 Reactions

Acid & metal Reactions

When an acid and a metal react together we form a metal salt and hydrogen.

Metal + acid → metal salt + hydrogen

Magnesium + hydrochloric acid → magnesium chloride + hydrogen

Metal carbonate & acid reactions

When an acid and metal carbonate are reacted together they form metal salt, water and carbon dioxide

Metal carbonate + acid → metal salt + water + carbon dioxide

Copper carbonate + hydrochloric acid → copper chloride + water + carbon dioxide

Tests for carbon dioxide and hydrogen

CO_2 – Carbon Dioxide

1. Lit splint is extinguished (goes out) in the presence of CO_2 gas.
2. ime water turns from colourless to cloudy.

H_2 – Hydrogen

Squeaky pop test - a lit splint, in the presence of hydrogen makes a squeak pop sound.

Naming compounds

When naming compounds the Periodic Table shows the different elements that are in a compound.

In metal and acid reactions the compound made is called a salt and it has 2 parts to its name: 1st from the metal, 2nd from the acid.

	Eg
Hydrochloric acid → chloride salts	Sodium chloride
Nitric acid → nitrate salts	Sodium nitrate
Sulphuric acid → sulphate salts	Sodium sulphate

Group 1 – Alkali Metals reactivity

Reactivity increases going down group 1.

Element	Observations
Lithium, Li	Fizzes steadily, slowly becomes smaller until it disappears
Sodium, Na	Melts to form a ball, fizzes rapidly, quickly becomes smaller until it disappears
Potassium, K	Quickly melts to form a ball, burns violently with sparks and a lilac flame, disappears rapidly, often with a small explosion

Thermite reaction:

$Fe_2O_3 + 2Al \rightarrow Al_2O_3 + 2Fe$

Iron oxide + Aluminium --> Aluminium Oxide + Iron

Aluminium is higher than Iron in the reactivity series so it displaces iron from iron oxide.

Thermite is used to weld train rails together.

Year 8 Block 3 Reactions

Chemical and physical properties

Elements in different groups have their own properties. Physical properties refer to physical characteristics such as how their colour and their states. Chemical properties refer to how the elements react when they form new bonds.

Key Word	Definition
Displacement	A reaction where a more reactive metal take the place of a less reactive metal.
Reactivity	A description of how quickly or vigorously a material reacts.
Reactivity series	A list with metals that shows how reactive they are

Reactivity Series:

The reactivity series is the order of metals based on their reactions with water, air and acid. We can use this to predict the products in a reaction.

	Potassium	most reactive
	Sodium	
Electrolysis	Calcium	
	Magnesium	
	Aluminium	
	Carbon	
	Zinc	
Reduction	Iron	
	Tin	
	Lead	
	Hydrogen	
	Copper	
Native	Silver	
	Gold	
	Platinum	least reactive

In displacement reactions the metal that is higher up the reactivity series will form a salt.

For example:

Magnesium + copper sulphate → magnesium sulphate + copper

The magnesium is higher up the reactivity series so it displaces copper and takes its place.

Zinc sulphate + copper → no reaction.

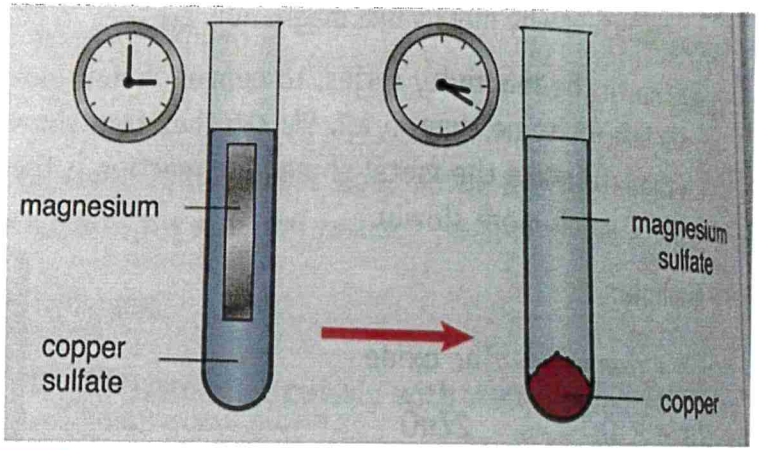
Copper is lower down the reactivity series so it does not displace zinc.

Displacement Reactions

Eg. Magnesium + copper sulphate → magnesium sulphate + copper

We use displacement reactions to determine the reactivity series.

The more reactive metal displaces the less reactive metal.



Metal Extraction

We use the reactivity series to help us deicde how to extract metals from their ores.

Anything below hydrogen is found on its own (native) eg gold

Anything below carbon is reduced using carbon eg zinc

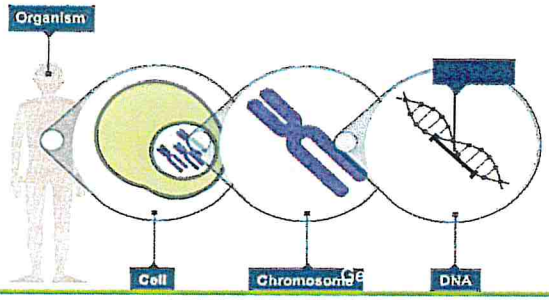
Anything above carbon is extracted using electrolysis eg sodium

Year 8 Biology Knowledge Organiser
Evolution

KPI 9.1: Identify variation between individuals of a species and state the differences between species, describing the difference between continuous and discontinuous variation.

DNA

- All the instructions to make organisms are kept in coded form on a very long molecule called DNA.
- DNA is kept in the nucleus of every cell.
- The molecule is so long it is twisted and folded into tiny structures called chromosomes so it can fit inside the nucleus.
- It has a ladder like structure and is a double helix.
- A short length of chromosome which codes for a characteristic is called a gene.
- There are four bases in DNA: A, T, C, G. A only pair with T, C only pair with G.
- As the sequence of the bases differ, the protein produced differ. This account for many variations.



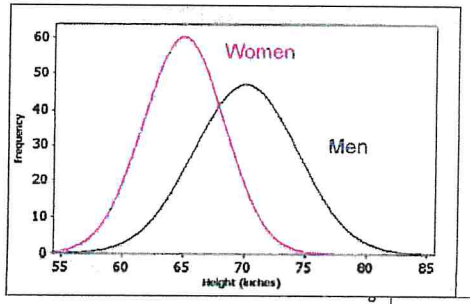
Variation

- The differences between living things of the same species is known as variation.
- Variation can be caused by differences in genes or differences in the environment.
- Some variation is caused by a mixture of both genes and environment.

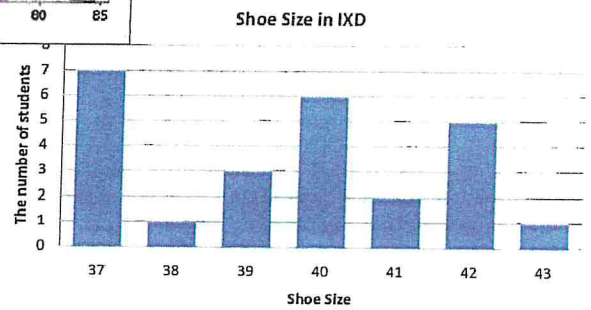
Key Terms	Definition
DNA	Molecule that carries all the instructions needed for an organism
Gene	A short length of DNA that has the information for a characteristic
Chromosome	A structure containing DNA found inside the nucleus of a cell
Variation	Differences between living organisms of the same species
Continuous variation	Differences that can take any value, e.g. height
Discontinuous variation	Differences that can only take set values, e.g. blood groups

Measuring variation

- Continuous variation is variation that can take any value (e.g. height or weight).
- Continuous variation should always be shown on a line graph.
- Discontinuous variation is variation that can only take set values (e.g. shoe size or blood group).
- Discontinuous variation should always be shown on a bar chart.



Continuous variation

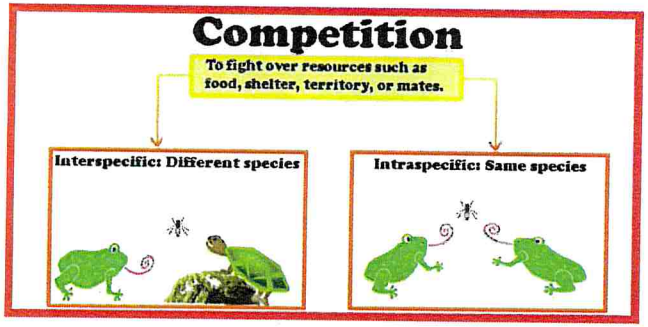


Discontinuous variation

Year 8 Biology Knowledge Organiser
Evolution

KPI 8.2: Explain how variation allow organisms to compete, and the way this drives natural selection

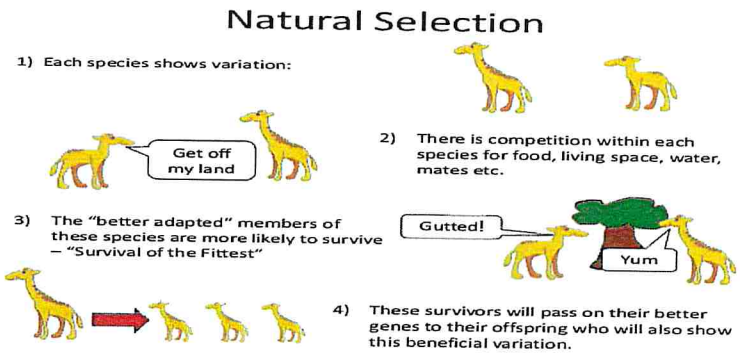
Organisms compete for resources like food, water, mates, space, light, and minerals.
There are 2 types of competition. Interspecific competition is between individuals of different species and Intraspecific competition is between individuals of the same species.



Organisms have special features known as adaptations to help them survive in their environment. For example polar bears are white so they are camouflaged in the snow.

Variation
Variation can be caused by genes e.g. eye colour and your blood group. It can also be caused by environment which means the food you eat, the
chemicals you're exposed to , the way you're brought up. Often variation is a combination of genes and environment e.g. intelligence and weight. Genetic variation always gives rise to discontinuous data where there is a limited set of data e.g. tongue roller or non roller. Continuous data can be of any value and is caused by genetic and environmental factors.

Natural selection
Natural selection states that there is variation within a species.
Some adaptations are better than others. Those with the best adaptations
survive, and the others die.
The survivors can reproduce and have offspring.
Their offspring inherit the genes for the best adaptations, so the organisms population changes over time. This is survival of the fittest. Charles Darwin came up with this theory in the 1800's.



Key Terms	Definition
Adaptation	Something which helps an organism to survive in their environment, e.g, humps for storing water
Habitat	The environment that an organism lives in

Adaptation
- Every animal has evolved gradually over millions of years to become well suited, or adapted, to its habitat.
- These adaptations are specific to the environment of the animal and are essential for survival.
- An animal must be able to find food, breed and navigate its way around its habitat if it is to survive.

My holiday experiences Year 8 French ARE 3 Knowledge Organiser

Reflexive verbs, the perfect tense (past tense)

Cabot Learning Federation

A **verb** is a doing, being or having word. e.g. to speak, to eat, to be. **Reflexive verbs** in French are verbs which usually mean an action done to yourself (e.g. straighten your hair, brush your teeth, etc.). Many are regular -er verbs and they need an extra **reflexive pronoun**.

Subject pronouns	Reflexive pronoun
je (I)	**me**
tu (you)	**te**
il (he), **elle** (she), **on** (we)	**se**
nous (we)	**nous**
vous (you) (pl)	**vous**
ils/elles (they)	**se**

Examples:
Se lisser les cheveux - to straighten one's hair
Je **me** lisse les cheveux > I straighten my hair
Se brosser les dents – to brush one's teeth
On **se** brosse les dents > we brush our teeth
Se doucher - to shower
Tu **te** douches le matin ou le soir? Do you shower in the morning or in the evening?

The perfect tense:
You can talk about the past by using the **perfect** tense (*le passé composé*). The perfect tense has 3 parts:
1. The subject pronoun (eg. Je,nous)
2. The auxiliary (*avoir* or *être*)
3. The past participle
To form the past participle, take off the infinitive endings (**–er**, **-ir** or **–re**) and add the following endings instead:
-ER verbs > - é
-IR verbs> - i
-RE verbs > - u
Examples:
J'**ai** achet**é** des baskets au centre commercial. *I **have** **bought** trainers at the shopping mall.*
Hier il **a** jou**é** au foot dans le parc. *Yesterday he play**ed** football in the park.*
Tu **es** all**é** en ville hier? *You **went** to town yesterday?*

The 2 auxiliary verbs are AVOIR or ÊTRE.
- **Use AVOIR with most verbs.**
- **Use ÊTRE with reflexive verbs and DR. MRS VANDERTRAMP verbs.** [*Devenir* (to become), *Revenir* (to come back), *Monter* (to go up), *Retourner* (to return), *Sortir* (to go out), *Venir* (to come), *Aller* (to go), *Naître* (to be born), *Descendre* (to go down), *Entrer* (to enter), *Rentrer* (to go home/to return), *Tomber* (to fall), *Rester* (to remain), *Arriver* (to arrive), *Mourir* (to die), *Partir* (to leave).]

AVOIR	ÊTRE
J'**ai**	Je **suis**
Tu **as**	Tu **es**
Il /elle **a**	Il /elle **est**
Nous **avons**	Nous **sommes**
Vous **avez**	Vous **êtes**
Ils /elles **ont**	Ils /elles **sont**

Remember!
When using être to form the perfect tense your past participle must agree with the subject pronoun.

Add –e if feminine e.g. elle est allé**e**

Add –s if plural e.g. ils sont allé**s**

Add –es if feminine plural eg. elles sont allé**es**

My holiday experiences Year 8 Spanish ARE 3
Knowledge Organiser

A **verb** is a doing, being or having word. e.g. to speak, to eat, to be. **Reflexive verbs** in Spanish are verbs which usually mean an action done to yourself (e.g. wash yourself, shower etc.). Many are regular -ar verbs and they need an extra **reflexive pronoun**. We know a Spanish verb is reflexive because it will have «se » on the end of its infinitive eg. lavarse (to wash) and levantarse (to get yourself up).

Subject pronouns	Reflexive pronouns
yo (I)	**me**
tú (you)	**te**
él (he), **ella** (she)	**se**
nosotros/as (we)	**nos**
vosotros/as (you) (pl)	**os**
ellos/ellas (they)	**se**

Examples:
lavarse - to wash
me lavo > I wash
levantarse– to get up
nos levantamos > we get up
Ducharse- to shower
Te duchas > you shower

Reflexive verbs, the preterite (past tense)

Cabot Learning Federation

The **preterite** is the past tense used in Spanish to describe a completed action at a specific time in the past (e.g. ayer (yesterday), el año pasado (last year)). For regular we take off –ar, -er – ir and add the below endings :

	-AR	-ER / -IR
I	é	í
You (sg)	aste	iste
He/she/it	ó	ió
We	amos	imos
You (pl)	asteis	isteis
They	aron	ieron

Examples:

Tomar = to take
To form " I took"

TOMAR > tom > tomé

Hablar = to speak
To form "she spoke"

HABLAR > habl > habló

Careful! Not all verbs are regular in the preterite. Some key irregulars are :

Hacer (to do)	hice, hiciste, hizo, hicimos, hicisteis, hicieron
Ir (to go)	fui, fuiste, fue, fuimos, fuisteis, fueron
Ser (to be)	fui, fuiste, fue, fuimos, fuisteis, fueron
Tener (to have)	tuve, tuviste, tuvo, tuvimos, tuvisteis, tuvieron

Year 8 Block 3 Knowledge Organiser - Africa

1. Tourism in Africa	Tourism is one of the fastest growing industries in the world and it generates a lot of jobs. The money spent by tourists adds to the wealth of countries (economic growth)
2. Ecotourism	Tourism on a small scale that doesn't have a large impact on the natural environment
3. Mass tourism	When large numbers of visitors go to one place it is called mass tourism.
4. Positives and negatives	Tourism can have a range of positive and negative impacts on an area (see below)
5. Desertification	the process by which fertile land becomes desert, typically as a result of drought, deforestation, or inappropriate agriculture

5. Desertification occurs in a region called the Sahel. Climate factors and land use changes have lead to desertification. Vegetation is removed. Land turns to desert. (See map below)

6. The Great Green Wall is a solution to desertification by planting a line of trees from the east to the west of Africa to slow the process of desertification and encourage development in the region.

7. A number of diseases in Africa cause thousands of deaths. HIV and Malaria kill 100,000s each year. Ebola, a virus, that spread quickly over a short period of time has caused recent concern.

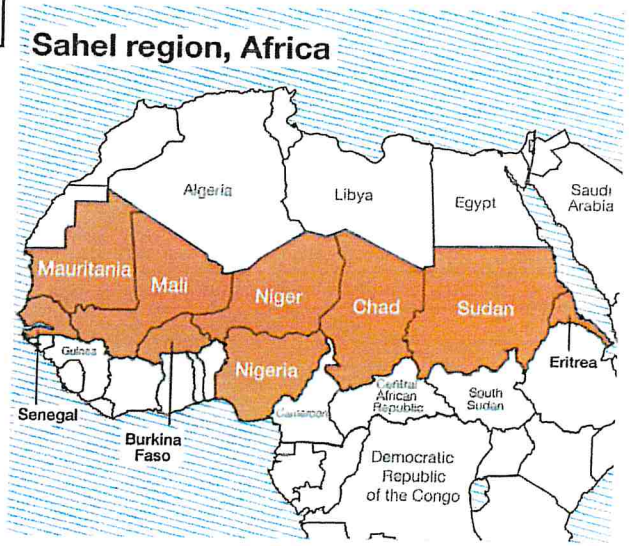
8. Unhygienic conditions, poor health care and a lack of development and education can cause diseases to spread quickly.

9. China	Is a country in East Asia and is the world's most populous country, with a population of around 1.428 billion in 2017. China has experienced recent development.

10. China has been investing a significant amount of money and industry in Africa. 21% of Africa's imports come from Africa. China has funded industry and a range of infrastructure projects

11.. This investment has a range of positives and negatives. The positives have allowed countries within Africa to develop and improve life for millions of people. There are some concerns of the influence China is having in Africa.

Positive	Negative
Jobs created	Jobs are often seasonal (based on the time of year) and are poorly paid
More money for the country	Most money goes out of the area to big companies, not locals
Local traditions and customs are kept alive because tourists enjoy traditional shows, eg Flamenco dancing	Culture and traditions change as outsiders arrive
Money from tourists can be used to protect the natural landscape	Damage to the natural environment, eg footpath erosion (the wearing away of footpaths), litter, habitats destroyed to build hotels
New facilities for the tourists also benefit locals, eg new roads	Overcrowding and traffic jams
Greater demand for local food and crafts	Prices increase in local shops as tourists are often more wealthy than the local population



Year 8 Unit 3 Knowledge Organiser History – How Did Our Democratic System of Government Develop?

Key Word	Meaning
1. Parliament	The elected law-making assembly in this country. Divided into house of Lords and house of Commons. Its role has changed through time.
2. Monarchy	Country ruled by a King or Queen
3. Constitutional Monarchy	Monarchy where there are strict limits on the Monarch's powers and real power lies with the country's elected government and parliament.
4. Head of State	Chief public representative of a country e.g. a King, Queen or President.
5. Barons	The King's richest and most powerful subjects.
6. Serf	Peasant (poor farmer) who worked for a Lord in return for a little land; had few rights.
7. Freeman	Someone who was not a slave or serf.
8. Knight	Mounted soldier who served the King. Represented countryside areas in Parliament.
9. Burgess	A wealthy citizen (usually a merchant) who represented a town in parliament.
10.Civil War	War fought between two groups of people from the same country.
11.Divine Right of Kings	Belief that the King was chosen to rule by God; therefore, nobody had the right to challenge them.
12. Puritan	An extreme kind of Protestant.
13. Personal Rule	The period of 11 years when Charles I ruled without Parliament.
14. Protectorate	Period when England had no King and Oliver Cromwell ruled in parliament's name..
15. Restoration	Moment in 1660 when England went back to having a King (Charles II).
16. Bill of Rights	Act of Parliament setting out some basic rights. It clarified who would be the next Monarch. William III and Mary II had to agree to this before becoming King/ Queen.
17.Suffrage	The right to vote in political elections. (Franchise means the same thing).
18. Rotten Borough	Parliamentary constituency with very few voters.
19. Reform	A change (usually) for the better.
20. Chartist	A 19th campaigner for the reform of elections and voting rights.
21. Suffragist	Woman who campaigned for women to be given the right to vote peacefully.
22. Suffragette	Female campaigner for women to be given the right to vote using direct action tactics..
23. Direct Action	Tactics aimed at causing maximum disruption to the country and the government.

Key Content
1.It has taken 800 years to get to our system of a Constitutional Monarchy.
2. In 1215, when a group of Barons forced King John to grant many new rights to English "freemen."
3. Although John quickly went back on his word, after his death, the advisers of John's 9 year old son, Henry III, reissued the Magna Carta to try to get the barons' support for the child-king.
4. This solved the problems in the short term, but when Henry grew up, he annoyed the Barons by inviting French nobles to England to advise him and by allowing the Pope to raise huge sums of money in England.
5. Henry was forced to call a Great Council and the Barons and Bishops told him what to do instead of just giving advice. When Henry fought back against this, he lost and Simon de Montfort became the most powerful man in England. Simon began to invite Burgesses and Knights to great Council meetings to represent the 'Commons.' These meetings eventually became known as Parliament.
6. Although Simon was killed at the Battle of Evesham in 1265, the next King, Edward I, continued to use his methods, calling Parliament when he wanted to raise taxes for his wars.
7. Tudor Kings and Queens used Parliament to pass the laws which brought about all the religious changes of the 16th century This made Parliament more powerful.
8. In the 17th century, James I and Charles I believed in the Divine Right of Kings, making a clash with Parliament more likely. In the end, this resulted in the English Civil War. Charles was beheaded.
9. England was ruled by Oliver Cromwell in the name of parliament for the next 11 years, but when he died, the English invited Charles's son (also Charles) to become King (known as the Restoration).
10. Charles II's brother, James II became King after him, but was overthrown due to his religion (Roman Catholic). He was replaced by William III and Mary II who had to agree to the Bill of Rights.
11. With Parliament now having more power, there was an opportunity for a politician who could control parliament. This led to the creation of the post of Prime Minister.
12. Until 1832, people could only vote if they owned property and some places (known as Rotten Boroughs), where hardly anyone lived, sent 2 MPS to parliament whereas big new industrial towns and cities had no MP.
13. The 1832 Reform Act changed some of these things Rotten boroughs were removed and the new towns given the right to elect MPs, However, men owning property were still the only people who could vote.
14. The Chartists did not think this Act went far enough and protested against it. However, finally new reform acts were passed in 1867 and 1884, reducing the amount of property people had to own to get the vote. In 1872, the Ballot Act was passed which introduced secret ballots for elections.
15. By the 20th century half of the population (women) could not vote. Suffragists and Suffragettes began to campaign for women to be allowed to vote. Suffragettes used direct action in their campaigns.
16. However, the government resisted strongly and many people were repelled by these tactics. In the end, the part women played in war work during World War 1 was more important in bringing about change.
17. The Representation of the People Act of 1918 granted the vote to women over the age of 30 who met a property qualification. The same Act gave the vote to all men over the age of 21. Women only got the vote on equal terms to men in 1928.