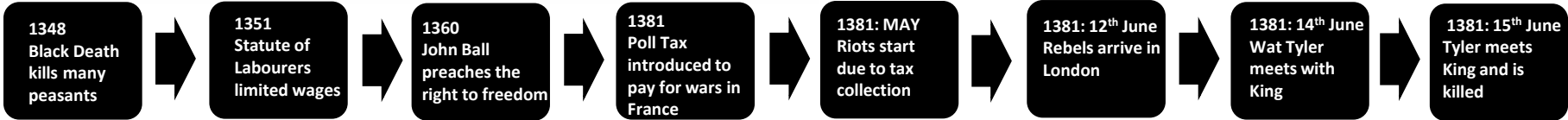


The Peasants Revolt









Key Word	Definition
Wat Tyler	Leader of the revolt
John Ball	A priest who believed that all peasants should be free.
Richard II	King of England- Only 14 years old at the time.
Poll Tax	A tax payable by everyone over the age of 14 years old.
Revolt	An uprising against a powerful group or person.
Rebels	People who take part in a revolt or rebellion.
Serfdom	The idea from the Feudal System that peasants were owned by their lord.
Abolish	To get rid of or end.

Resentment among the peasantry was simmering when between 1377 and 1381, a number of taxes were levied to finance government spending. This prompted a violent rebellion in June 1381, known as the Peasant's Revolt. A large group of commoners rode on London, storming the Tower of London and demanding reforms from the young Richard II. The rebellion would end in failure. A number of prominent rebels were killed, including their charismatic leader Wat Tyler. Richard quelled the rebellion by promising reforms but failed to keep his word. Instead, punishments were harsh.

Alixé Bovey



READ	 The Peasants Revolt of 1381
WATCH	 The Story Of The Peasant's Revolt Peasant's Revolt Of 1381 Timeline
LISTEN	 BBC - In Our Time - The Peasant's Revolt

What do I need to know?	
	After the Black Death there were fewer labourers to work the land, so the ones that were left started charging more money and would move to places that offered higher wages. The nobles were cross about this and so passed the Statute of Labourers law which limited peasant wages to pre Black Death levels. This made the peasants angry.
	England had been at war with France for a while, but it was not going well. When a Poll tax was introduced to all people over the age of 14 to pay for the wars the peasants did not want to have to pay it.
	The revolt started when a tax collector allegedly looked up the skirt of a young girl to see if she was 14 or not. The rebellion quickly spread to Essex and Kent and Wat Tyler became the leader. Up to 100,000 peasants joined.
	The peasants marched to London, freed prisoners and executed the archbishop of Canterbury. They met with the king who promised that he would meet their demands if they went home.
	The king went back on his word, he not only broke his promise to the peasants, but also made life worse for them and executed 100s of the rebels including Wat Tyler and John Ball.

Writing good history: Key Skills

Chronology

The order in which events happen. The big 'story'.

Change/Continuity

Whether things have changed or remained the same over time

Similarity/Difference

What events or situations have in common, and how they are different

Cause

The reasons that something happens – long term or trigger cause

Consequence

Things that happen as a result of an event. Can be good or bad

Significance

Whether an event is important or not. The impact it has had on people. How it has changed the world






Sources

Information that comes from the time studied, or that was produced by someone who there at the time

Interpretation

The views of people who were not there at the time but have researched the event






EXTENDED WRITING: What do I need to know?

	Make sure you include more than once cause when asked to explain WHY something happened.
	If asked if you AGREE you need to include arguments for why you do agree (SUPPORT the statement) and arguments for why you disagree (CHALLENGE the statement). This called having a BALANCED ARGUMENT.
	Try to use the PEE structure- make a POINT that answers the question, add DETAILED EVIDENCE (examples) to support your point, and then EXPLAIN how these are linked.
	Include ANALYSIS that measures the importance of each reason- are they long/short term? Which impacts more people? Are the reasons/points connected?
	Say which reason is most important, or whether you agree or disagree with the statement. This can be done as a conclusion.

Suggested Vocabulary: What do I need to know?





To show importance	To agree/disagree	Linking points
The primary reason...	The evidence supports the view that...	This meant that...
The most significant cause...	This view is convincing because...	The impact of this was...
A crucial role was played by...	One reason to agree is...	In addition to this...
Of lesser importance was...	An alternative view is...	This acted as a catalyst for...
A key factor was...	A less supported view is...	This led to...
The fundamental cause...	A less convincing argument is...	An immediate consequence was...
A less significant reason...	It is clear that...	Long term this was significant because...

USING SOURCES: What do I need to know?

	Inferences- to make an inference you need to state what you can learn, or work out from a source. Make sure you take note of the focus of the question!
	Utility- when looking at how USEFUL a source is, you first must state what information the source gives you about the topic in the question. This is the CONTENT of the source. Does the source SUPPORT or CHALLENGE your own knowledge?
	Utility- You next need to look at the PROVENANCE of the source. This means looking at who wrote the source, when it was written, what type of source it is and why it might have been produced. Do these things make the source RELIABLE?
	If answering a "how useful" question you need to make a judgement- How useful is it? Extremely? Quite? Not very? Not at all? You can do this in a CONCLUSION
	Whenever you use written sources you must QUOTE from the source, if using a picture source you must mention something you can SEE in the picture.



USING INTERPRETATIONS: What do I need to know?

	When looking at the similarities or differences between interpretations make sure you mention the point of view given in BOTH interpretations.
	If you are asked to suggest reasons WHY the interpretations have different views think about whether they FOCUS on different things, or whether one is POSITIVE and the other NEGATIVE, might the authors have done different RESEARCH?
	To decide how far you AGREE with an interpretation, use your own knowledge- does this SUPPORT or CHALLENGE the view given in the interpretation?
	You can also use sources to help you decide whether an interpretation is VALID- do the sources support or challenge the view in the interpretation? Are the sources RELIABLE?
	Remember to always include QUOTES from the interpretations, and include a JUDGEMENT in the conclusion- do you agree?

Task 1:

Learn how to spell all the key words correctly.

Use the Read, Write, Cover, Check method or get someone else to give you a spelling test.

Then write a paragraph which includes all the words.

Task 6:

Read the historian's opinion.

Do you agree or disagree with it?

Can you give some reasons why?

Task 2:

Use the timeline to create your own illustrated version of a timeline.

Exmouth Community College Academy Trust

The Peasants Revolt

1348 Black Death kills many peasants → 1351 Statute of Labourers limited wages → 1360 John Ball preaches the right to freedom → 1381 Poll Tax introduced to pay for wars in France → 1381 MAY Riots start due to tax collection → 1381: 12th June Rebels arrive in London → 1381: 14th June Wat Tyler meets with King → 1381: 15th June Tyler meets King and is killed

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Alise Bovey

What do I need to know?

- After the Black Death there were fewer labourers to work the land, so the ones that were left started charging more money and would move to places that offered higher wages. The nobles were cross about this and so passed the Statute of Labourers law which limited peasant wages to pre Black Death levels. This made the peasants angry.
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Year 8 – History / The Peasants Revolt – T2

Task 3:

Use the picture source on the KO to answer the question: "How useful is this source for finding out about the time period we are studying?"

Remember to include comments on the content of the source as well as the provenance (who wrote it, when and why)

Task 4:

Use the "What do I need to know?" box and turn it into a mind map.

Can you find or remember any additional information to include?

Task 5:

Complete the read, watch, listen activities. Write down 5 bullet points from each that you found interesting or thought were important