

Year 9 - History Department - Autumn Term 1 - The British Empire

Rationale and Context of Unit:	Core curriculum content:	Tier 2 & Tier 3 vocabulary explicitly taught:
<ul style="list-style-type: none"> Builds upon prior learning in Year 8 connected to slavery and early roots of English Empire as well as concepts from Year 7 (empire- Rome) Connects chronology of major events in British history e.g. first colony in North America to new trade routes in the East Key connections linked to causation and deeper understanding. To fully understand causes of WWI a base knowledge on Empires/ imperialism is needed. Origins of modern Britain stem from an understanding of the British Empire Expands pupil historical breath of knowledge beyond British History and enables them a wider picture of the world at the turn of the 20th century Clearly demonstrates the relevance of imperialism to the 21st century NC ref: 3; 4 and 7 	<ul style="list-style-type: none"> Introduction to what Empire is and comparison to earlier empires (including Rome- Y7), why do countries want to build empires/how do they set about creating an empire-links to prior learning (industrial Britain. Focus on India- Case study- India before the English, EIC involvement, 1857 mutiny, was British rule in India a force for good? Utility skills Legacy of the Empire- Should we be proud/ashamed of the Empire? – Extended writing 	<p>Subcontinent, Mughal, 'jewel in the crown', empire, imperialism from Latin imperium which means supreme power, East India Company, economy, colonialism, colony, independence, zenith, exploration, sepoy, cartridge, viceroy, mutiny, rebellion, abolished, impoverished, legacy, aboriginal, industrial, missionaries, commonwealth, racism, apogee</p>
Challenge and Support:	Worldwide learning/ links to 21 st century:	Cultural capital/ Industry/ Enrichment:
<ul style="list-style-type: none"> Identifying the links between the topics and making connections (linking knowledge to prior learning) Source analysis and use of interpretations to draw out key arguments and supporting evidence. Evaluation skills and deployment of evidence to support an argument- (British in India, British Empire force of good/bad, and who's responsible for outbreak of WWI) Debate on long-term impact of Empire Writing frames; success criteria and mark schemes VIP strategy for disadvantaged students Use of strategies from SEND passports to ensure individual support Recommended reading: 'The British Empire' by Michael Lynch; 'Britain and Empire' by L.J. Butler 	<ul style="list-style-type: none"> Relevance of empire to looking at 21st century Britain-links to immigration, multiculturalism, language, impact on sports (cricket and wider British Commonwealth. Geopolitical links to current affairs and news- Impact of empire felt in many regions across the world and lots of worldwide news is better understood if pupils have a grounding in British Empire- e.g. Hong Kong, Middle East, India/Pakistan Civil wars and genocides in Africa all have links to the British Empire – political instability 	<ul style="list-style-type: none"> Multiculturalism- key concept of looking to wider world and broadening their historical and geographical curiosities by looking at influence of Britain across the world. Employability skills- extended writing task for British empire enables them to use and support arguments analytically using a range of evidence and interpretations. Enriching pupils' knowledge of other cultures of which they might have an undeveloped knowledge of- India. Ability to widen horizons of their thinking in appreciating other cultures.

Historical, Social, Moral, Spiritual, Cultural context:	Cross curricular links/ literacy/numeracy:	Common misconceptions:
<ul style="list-style-type: none"> • <i>Empire- looking a wider significance of multiculturalism brought about by Empire and subsequent commonwealth.</i> • <i>Morality issues surrounding British Empire's impact in certain areas of the world- e.g. Opium Wars.</i> • <i>Racism and links to Empire- causation of development of empire</i> • <i>Moral and cultural- addressing stereotypes and ignorance of other cultures- linked to lack of understanding of other cultures that incorporated British Empire- e.g. India, Africa.</i> • <i>Spiritual- increasing pupils' understanding of other religious and cultural beliefs- e.g. insensitivity of British in causing 1857 Mutiny- Muslim/Hindu beliefs.</i> 	<ul style="list-style-type: none"> • <i>Cross curricular links with the English department e.g. etymology of words we derive from Indian- e.g. loot, bungalow, thug</i> • <i>Cross curricular with maths e.g. use of figures and statistics to support assertions on impact of Empire</i> • <i>Cross curricular with Geography- key terminology linked to migration and dispersion of population as well as geographical knowledge of wider world.</i> • <i>Character and Culture- 1857 mutiny- Muslim and Hindu beliefs explored and looking at cultural/religious sensitivity</i> • <i>Opportunities to promote reading aloud and for extended writing</i> 	<ul style="list-style-type: none"> • <i>Many students think that Indian food is the only thing that India has brought to Britain</i> • <i>Many students have overly simplistic views on whether the British Empire was good/bad</i> • <i>Many students don't understand the roots of the empire or misunderstand how Britain became involved in India.</i>
Assessment timeline:		
<ul style="list-style-type: none"> • <i>Knowledge quizzes</i> • <i>Evaluative judgement (supported by historical sources and historians' interpretations) on the legacy of the British Empire: Good or Bad -hypothesis</i> 		
Home learning		
<ol style="list-style-type: none"> 1. <i>Freyer model vocab task e.g. empire, colonisation, Mughal empire, imperialism, independence – beginning of SOL</i> 2. <i>Story, Source, Scholarship – Indian Mutiny – middle of SOL</i> 3. <i>Revision using knowledge organiser to prepare for assessment on British Empire – end of SOL</i> 		
Feedback		
<ul style="list-style-type: none"> • <i>Feedback 4 used for all assessed pieces</i> <i>Live marking using iscan</i> 		

Length of unit (duration indicated in lessons)

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Unit: Green= Empire																													