

Implementation: Scheme of Learning

Subject: History

Year: 8

Unit Title: **Egocentric Empire**

Summary of unit: Ideas, political power, industry and empire: Britain, 1745-1901

This unit consists of 8 key enquiry questions: 1) What changed in Britain between 1750 and 1900? 2) What was the British Empire? 3) Should we be proud of the British Empire? 4) Why did the British become empire builders? 5) What does Piracy tell us about the British Empire? 6) What did British colonialism look like in C19 in Africa, Australia and North America? 7) **Depth study: What did British colonialism look like in India?** 8) What caused the end of the British Empire?

Key Concepts: change and continuity; cause and consequence; significance; chronological understanding; interpretations of history; cultural, ethnic and religious diversity.

Key Processes: historical enquiry; using evidence; communicating about the past.

Mid Unit assessment: Sources and Interpretation assessment

End of Unit assessment: Extended writing: The British Empire was a force for good rather than bad. To what extent do you agree?

Alternative: Extended writing on depth study: independence in India

Links to future learning/key stage 4:

Academic writing techniques e.g. PEEL

Interpretations (GCSE Paper 3)

Source utility and reliability

Development of Britain, ideas, political power, industry & empire (1745-1901) - Slave Trade (Year 8)

Civil Rights movement (GCSE: USA: conflict at home)

Links to prior learning:

Chronology: development of Church, state and society in Britain 1509-1745 (Civil Wars, Tudor and Stuart reign (Year 8)

Academic writing techniques e.g. PEEL

Source utility and reliability

Piracy: Francis Drake (The Golden Age - Year 8)

RWCM: Reading: identification of key words from passages after reading; using dictionaries to find definitions of key words; wider reading and research tasks to find evidence online; use of keywords to summarise learning; comprehension tasks; reading to infer meaning; skimming; teacher modelling reading strategies

Writing: discussion and modelling of writing strategies for causation, consequence, significance and evaluation; self and peer-assessment to reflect on writing; extended writing including narrative; imaginary non-fiction (articles and diary extracts); provision of writing frames; use of mnemonic; comprehension questions; summarising and note taking;

Communication: communicating historical knowledge in essay writing; creative tasks e.g. posters and creative writing, comprehension questions; ordered debates; use of videos and podcasts; pupils given choice of 'most appropriate'

Chronological understanding of Britain's development

Oliver Cromwell and the Protectorate – GCSE Crime and Punishment

Empire building in the New World – Elizabethan England

Forms of protests (GCSE – USA)

Memorials – (Holocaust)

Competing with Spain for New World colonies

method of presentation for their work; student-led learning with pupils playing role of teachers; drama (re-enactments and news); SPaG emphasis and reminders in every lesson; display of key words on PPs in lessons; focus on spoken language in all verbal tasks

Mathematics: identification of primary and secondary data; pupils encouraged to make relationships between cause and effect; code breaking in plenaries and starters; construction and interpretation of timelines, graphs and maps; comparing numerical data; data handling: concept of bias; arguments and reasoning based on historical evidence; use of maps.

Cross Curricular Links: (see RWCM and Links to prior learning for History)

Further: English e.g. in the shoes of ... creative writing; Maths e.g. creating a chronological timeline of British rule in India; Art and design: e.g. commemorative plate for Queen Victoria; Business e.g. creating a marketing strategy/campaign to sell colony products

Curriculum Opportunities: explore the ways in which the past has helped shape identities, shared cultures, values and attitudes today; use ICT to research information about the past, process historical data and select, categorise, organise and present their finding; make links between history & other subjects.

Strategies to Support & Stretch: less challenging text readings vs. more challenging text reading; option to choose activity of choice in starters, main tasks & plenaries; independent collection of data; word bank; sentence starters; model answers; teacher modelling class work; scaffolded questioning in class discussions and teacher-led learning; seating plan according to ability for pair activities such as think, pair, share; pictures as prompts; extension tasks e.g. can you come up with your own words to test the class; multiple and varied teaching and learning strategies such as writing songs, creating posters, word bingo, extended writing tasks, oral activities, complete the grid activities, colour coding; teacher support

Specific examples of different strategies from this SoW include (but not limited to):

- Interactive learning using the National Archive History site for case studies and quizzes (what British colonisation looked like?)
- Group investigation of colonisation in different colonies e.g. Australia and North America
- Use of comprehensive PowerPoints with a mixture of guided and independent tasks e.g. Mutiny in India
- Opportunity to research e.g. create a presentation on the riches of India
- Using pictures as sources to consider changes in Britain between C18 and C20.
- Suitable videos and podcasts to supplement learning

- **Variety of different tasks e.g. matching ideas; extended writing; date collection using tables; creating timelines British rule in India) and a timetable (piracy)**
- **Challenge tasks: most successful pirate studied – extended writing and creating knowledge organisers for the class and unit of work.**

SMSC & British Values

Social: Pupils are expected to work together cooperatively to complete tasks and problem solve. Think-Pair-Share template given to ensure pupils are utilising discussion time wisely.

Moral: Through investigating and using a range of historical sources, pupils develop their ability to critically assess sources of evidence for accuracy and reliability. Pupils will study significant figures from the past such as Mahatma Gandhi, infamous pirates, colonisers etc. Pupils will consider the moral and ethical decisions made by such figures and their impact as well as subsequent interpretations of them. Pupils will have the chance to evaluate these actions both in a historical context and with our C21 values in mind; they will use careful consideration of criteria and analytical skills to develop tentative answers to difficult questions.

Spiritual: Pupils are encouraged to be critical yet understanding of the views of others; including historians, interpretations of the past and primary sources, and other pupils. Through carefully planned debates and discussions, pupils learn to take interest in and respect the views of others. Pupils also learn how to come to an informed conclusion having taken on board a range of different viewpoints and are taught to critique the provenance of evidence they are dealing with in order to approach it analytically.

Cultural: Through peer assessment, group discussions, class feedback sessions and debates, pupils are introduced to peer concepts, values and events not encounterable otherwise e.g. think-pair-share templates. Pupils will also be asked to communicate their opinions and knowledge in varied ways including artistic forms. Pupils will consider religious, social, political and economic factors when assessing cause, consequence and significance.

Cultural Capital

Examples from this S.O.W include (though not limited to):

- **Marketing (selling products exported from colonies)**
- **Cultural exploitation**
- **Cultural impact of empire building and what the colonies did for Britain**
- **Mahatma Gandhi: Activism and peaceful protest**
- **Designing a memorial to honour the victims of the Amritsar Massacre**
- **Literacy: opportunity to explore literature linked to empire e.g. news articles and poetry.**

SMSC:

Examples from this S.O.W include (but not restricted to):

- Empathetic perspectives about the impact of empire in colonised nations
- Considering benefit of empire for Britain
- Considering forms of protest (peaceful/violent)
- Commemorating Mahatma Ghandi
- Indian and African cultures
- Making critical judgements about the good of the empire
- Amritsar Massacre

