

Year 8 – The British Empire

Focus Enquiry Question: Why did the British become Empire builders?						
Lesson	Lesson Aim/Objective	Historical content/ concepts	Learning Activities	Resources	Differentiation	Assessment (with ref to key concepts)
Key Question: How did Britain come to control a quarter of the World?						
1	Why did the British want an Empire?	Imperialism Colonization Trading Companies Christianizing Imperialist	<p>Starter- Pupils have to guess each celebrity. Pupils then asked to find a link. Answer- All of their countries was ruled by the British Empire.</p> <p>(1) Suggest reasons why Britain wanted an Empire using prior knowledge of Empires e.g. to spread Christianity or power, etc.</p> <p>(2) Pupils are to watch the video clip to find out how Britain took over ¼ of the world. Pupils need to mark on at least 5 places that were in the British Empire.</p> <p>(3) Paired task to examine sources about different parts of the Empire to find reasons for the spread of the Empire. Discuss evidence which supports more than one reason for empire.</p> <p>Plenary- Pupils vote on which reason was the most important for why Britain wanted</p>	<p>PowerPoint</p> <p>British Empire Film clip at: http://www.schoolhistory.co.uk/forum/index.php?showtopic=8419&pid=64547&st=0&#entry64547</p> <p>Source sheets</p> <p>Map</p>	<p>Open Ended Questions asked to encourage different abilities.</p> <p>Different information dependant on ability.</p>	<p>Causation</p> <p>Enquiry- Identify and investigate historical questions.</p> <p>Change and Continuity</p> <p>Chronological and geographical overview of the growth and decline of the British Empire.</p>

			an empire.			
Key Question: Was life in the British Empire good or bad?						
2	Was life in the Empire good or bad?	Culture Education Indigenous people Native Aborigine	<p>Starter- Image to shock pupils. Pupils give initial response, invited to challenge or support the assumption that it was all bad.</p> <p>(1) Pupils act out a scene from the Empire using a visual source. Each pupil represents a different person in the picture.</p> <p>(2) In groups of four pupils are to study the different case cards of events and individuals to show stories of those who were ruled, including positive/negative experiences. Place cards on continuum from positive to negative.</p> <p>(3) Pupils discuss why there are different interpretations of the Empire and think of different people using information cards and whether they would have thought positive or negative.</p> <p>Plenary- AFL option write down some thing that has shocked them or/and write down a question in pairs to ask teacher.</p>	PowerPoint Images Information Cards	Different information dependant on ability. Open Ended Questions asked to encourage different abilities.	Interpretations Consequences Diversity

3	Was life in the Empire good or bad for India?	Mughal Empire The Raj The 1857 Rebellion The Armritsar massacre of 1919.	<p>Starter- Starter cartoon source to recall knowledge from last lesson. Answers in books followed by class discussion.</p> <p>(1) The class could be split up into groups of four. Each person has to take on the role of a checker, organiser, writer or speaker. Pupils are to use the information sheets with the case studies on to find out neg/pos aspect of British rule in India. Case Study of British Rule in India: Mughal Empire/ Relations between British and Indians/ social changes e.g. education/ economy. The 1857 Rebellion/ The Armritsar massacre of 1919. Assess how far the Empire in India was a good or bad thing.</p> <p>(2) Persuasive newspaper article. Pupils choose to show the Empire as either a good or a bad thing.</p> <p>Plenary- Sum up learning from the lesson go round pairs and ask to think of either good/bad thing keep a tally and reflect at the end whether more of the facts were bad or good.</p>	PowerPoint Information Cards Writing Frames A3 sheets of plain paper	Open Ended Questions asked to encourage different abilities. Writing Frames for less able for article. More able encouraged thinking about different interpretations and reasons for this.	Using Evidence Change and Continuity Communicating about the Past. Formative Assessment- Interpretation Persuasive newspaper article.
Key Question: Why did Britain become involved in slavery?						

4	What does it mean to be free?	Freedom Slavery	<p>Starter- Pupils have to discuss in pairs what basic rights and freedoms that they have.</p> <p>(1) Class discussion about what slavery is and how long it has existed for.</p> <p>(2) Pupils are to sort reasons of how people have justified slavery into three columns- economic, beliefs and those about religion. Pupils are to pick the reason they think most justifies slavery and then comment on how the activity made them feel and whether they think any reason can be justified.</p> <p>(3) Pupils are to use the source sheet to decide whether they think the slaves were treated as human beings or as property. Class discussion about how slavery still exists today.</p> <p>Plenary- Pupils have to write down two questions they would like to find out about the topic Black People's of America's.</p>	Power point Card sort Source sheet	Open Ended Questions asked to encourage different abilities. Must Should Could	Consequences Change and Continuity
5	How did the Slave Trade work?	Capture Triangular Trade	<p>Starter- Pupils are to look at the 3 items- guns, cotton wool and a ship and decide how they are connected.</p>	PowerPoint Blank map Video clips-	Open Ended Questions asked to	

			<p>(1) Pupils are to watch a video clip about how the slave trade triangle worked and complete questions on it.</p> <p>(2) Pupils are to complete a blank map illustrating how the slave trade triangle worked.</p> <p>(3) Pupils are to watch the video clip Africa before the slave trade. Class discussion answering thought provoking questions.</p> <p>Plenary- Heads and tails</p>	<p>why black slaves and Africa before the slave trade</p> <p>Cards for heads and tails.</p>	<p>encourage different abilities.</p>	<p>Consequences</p> <p>Change and Continuity</p>
6	How were the slaves treated during the Middle Passage?	The Middle Passage Trade	<p>Starter- Visual Source of shackles.</p> <p>(1) Pupils watch section from Amistad to consider the middle passage.</p> <p>(2) Pupils use information from Olaudah Equiano's autobiography consider usefulness.</p> <p>(3) Living Graph see PowerPoint</p> <p>Plenary- Most shocking facts and adjectives to describe journey.</p>	<p>Power point</p> <p>Armistad DVD</p> <p>Olaudah Equiano information sheet with questions</p> <p>Mark scheme</p>	<p>Open Ended Questions asked to encourage different abilities.</p> <p>Pupils can give own headings for the living graph.</p>	<p>Using Evidence</p> <p>Communicating about the Past.</p>
7	What was it really like for the slaves who were sold at	Auction	<p>Starter- Class Discussion of a visual source showing a slave being sold at auction. Pupils think up questions.</p>	<p>Power point</p> <p>Roots DVD</p> <p>Images</p>	<p>Open Ended Questions asked to</p>	<p>Enquiry- Identify and investigate historical</p>

	auction?		<p>(1) Pupils watch a clip from roots to show slave auction followed by class discussion.</p> <p>(2) Pupils are to work through the worksheet to complete the investigation.</p> <p>(3) Empathetic piece of writing about the auction and discuss psychological effect of having identity taken away.</p> <p>Plenary- Adjectives to describe feelings. AFL tick off the objectives.</p>	<p>Auction posters</p> <p>Worksheet</p>	<p>encourage different abilities.</p>	<p>questions.</p> <p>Communicating about the Past.</p> <p>Consequences</p>
8	Why do historians disagree about life on the plantations?	Plantation Bias	<p>Starter- Write down three words to describe what life on the plantations would be like.</p> <p>(1) PowerPoint showing various sources about Plantation Life. Questions on the sources.</p> <p>(2) Pupils write a biased piece of extended writing about life as a slave.</p> <p>Plenary- Share the pieces of writing as a class.</p>	<p>PowerPoint</p> <p>Writing Frames</p>	<p>Open Ended Questions asked to encourage different abilities.</p> <p>Writing Frames for less able for extended pieces of writing.</p>	<p>Using Evidence</p> <p>Interpretations</p> <p>Communicating about the past.</p> <p>Formative Assessment Interpretation- Pupils are to produce a biased piece of writing about life as a slave</p>

9	In what ways did slaves resist?	Resistance Passive Active	<p>Starter-Pupils complete a decision making exercise to show what they would do to resist as a slave.</p> <p>(1) Pupils use a table to consider the differences between active and passive resistance.</p> <p>(2) Pupils ask which was more popular and what slaves might consider before running away. Pupils watch Video Clip from roots and discuss.</p> <p>(3) Pupils consider case study of Amistad and produce a radio broadcast or newspaper report.</p> <p>Plenary- Share the pieces of writing as a class and AFL.</p>	Power point Roots DVD	Open Ended Questions asked to encourage different abilities. Writing Frames for less able for report.	Historical Enquiry Communicating about the past.
10	Why was the slave trade abolished?	Abolition	<p>Starter- Pupils are to look at the brooch by Wedgewood and decide what it is and why it was made.</p> <p>(1) Card Sort to link the causes which explain how the slave trade was abolished. Pupils have to write down why the slave trade was abolished.</p> <p>(2) Pupils are to watch amazing grace to pick out the main arguments against</p>	Power point Card Sort	Open Ended Questions asked to encourage different abilities.	Change and Continuity Cause and consequence

			<p>slavery.</p> <p>(3) In pairs pupils are to discuss to evaluate the most important reason for the abolition of slavery.</p> <p>Plenary- Comparison of arguments for slavery from the beginning of the unit and the arguments for abolition.</p>			<p>Formative Assessment- Enquiry</p> <p>Produce a newspaper article about Olaudah Equiano</p>
Key Question: Why did the British Empire collapse?						
11	Why did the British Empire collapse?	<p>Imperialism</p> <p>Independence</p> <p>Decolonisation</p> <p>Dominion</p> <p>Commonwealth</p>	<p>Starter- Pupils suggests reasons for collapse using knowledge from previous lessons.</p> <p>(1) Look at timeline and highlight other reasons for independence.</p> <p>(2) Class discussion about the benefits and difficulties of Britain keeping her Empire after WW2.</p> <p>(3) Snakes and Ladders game that pupils are to design to show the benefits and difficulties if Britain holding onto the Empire after WW2. Pupils given timeline to help them with ideas.</p> <p>Plenary- True/false test to show knowledge of events connected with the collapse.</p>	<p>PowerPoint</p> <p>Timeline</p>	<p>Open Ended Questions asked to encourage different abilities.</p> <p>Differentiated information given.</p>	<p>Causation</p> <p>Communicating about the Past.</p> <p>Change and Continuity</p>

12	Why was India partitioned? (x 2)	Partition Hindus Muslims Gandhi	<p>Case Study: Why was India Partitioned?</p> <p>Starter- Visual Sources from the partition of India pupils have to write down questions based on the pictures. Paired task pupils are given captions to match with the images.</p> <p>(1) Pupils are to imagine that they are living in India under British rule and discuss in pairs whether they think that India has a right to be independent.</p> <p>(2) Written answers to questions on India and Pakistan.</p> <p>(3) Pupils are to write a newspaper article on the partition of India.</p> <p>Plenary- Look back at the reasons from the starter about how the Empire collapsed from previous lesson pupils relates this to India case study.</p>	PowerPoint Visual sources Caption Cards Writing Frames	Open Ended Questions asked to encourage different abilities. Writing Frames for answers.	Enquiry- Identify and investigate historical questions. Formative Assessment- Cause and Consequence Newspaper article on the partition of India.
Key Question: Should we be proud of the British Empire?						
13	Should we be proud of the British Empire?	Guilt Pride Decolonisation	<p>Starter- Pupils are to look at images that are connected with the British Empire and decide whether it shows the Empire in a positive or negative way.</p> <p>(1) Card Sort to put into factors which</p>	PowerPoint Card Sort	Open Ended Questions asked to encourage different	Communicating about the Past

		<p>would make Britain guilty and things that could make Britain proud. Some pupils will be able to sub divide this into Economic/ Social/etc.</p> <p>(2) Planning of essay for assessment. Mind map in pairs on A3 to be photocopied so each has a copy see PowerPoint.</p> <p>(3) Sharing of success criteria and levels with pupils then essay to be written and finished off for homework.</p> <p>Plenary- Pupils to think of three things to include in order to make their assessment affective.</p>	<p>A3 Paper</p> <p>Handout with levels.</p> <p>Writing Frames</p>	<p>abilities.</p> <p>Writing Frames for less able for the essay.</p>	<p>Summative assessment- Interpretation</p> <p>Pupils have to answer the question Should we be proud of the British Empire?</p>
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Topic: Year 8 – The British Empire

Key Questions to think about when teaching the topic.

Why did the British become Empire builders?
Why did the British want an Empire?
Was the Empire a good or a bad thing?
Is the Empire a source of pride or shame for Britain?

What problems did Britain have keeping control?
Why did Britain enslave its people?
How did the Empire end?
What is the significance of the Empire?

Academic Literature:

Niall Ferguson *Empire: How Britain Made the Modern World* (Penguin Books 2004)
(It's definitely the best book I've come across on this as is full of loads of interesting stories and is easy to read.)

School Resources:

Power points for each lesson as well as sheet
Think History: Modern Times 1750-1990 (Heinneman) has some information and activities about the Empire's rise, India and Slavery.
The British Empire: The Scramble for Africa - A reason for pride or shame? (Hodder History)
The Black Peoples of the Americas textbook also provide information and activities on slavery.

Websites:

www.learningcurve.gov.uk/empire/
www.britishempire.co.uk

www.bbc.co.uk/radio4/history/empire/
<http://www.liverpoolmuseums.org.uk/ism/slavery/>