

The Warriner School Subject Curriculum Map

Subject: History	Year Group: Y8 – Term 3	Unit: How did the British Empire impact the world as we know it?
Unit objectives: The British Empire; Ideas, political power and industry and Empire, Britain 1745-1901.		
Context for study: In this unit we will be looking at a very controversial time in British history – the British Empire. We will be looking at it's very early roots (the Elizabethan Era) all the way through to its peak under Queen Victoria. How it grew to be the size it did, how Britain benefitted and how the people under British rule were impacted. It's a sensitive topic but it's an important one in the curriculum – it indirectly led to both the slave trade and WW1, both topics we study later. Also the learning provides a background to modern day movements like Black Lives Matters and the controversy around the statue of successful white men, a connection with local history and Cecil Rhodes statue in Oxford, his tie with Oriel College and continued debate. The unit looks into a range of different aspects of the British Empire- Africa, India, Australia, North America. The unit is part of Year 8 curriculum study following on from the Elizabethan period, Spanish Armada and Tudors and Stuarts. This leads into a study of the transatlantic slave trade.		

<p>Sequence of learning: Knowledge content - list of statements of what students should know by progressing through this unit (identify key tier 2/3 vocabulary in bold)</p> <p>Know what an Empire is, know how the Empire grew over time.</p> <p>Know who was Cecil Rhodes, know what is meant by the 'Scramble for Africa', know Rhodes role in expanding the British Empire.</p> <p>Know reasons for Britain wanting an empire, know the benefits for empire building, know the pros and cons of being part of the British Empire.</p> <p>Know why the British Empire is controversial, can generate controversy</p> <p>Know how there was competition between European nations, empire building eg France versus England in North America</p> <p>Know why Britain expanded their empire into India, know why India was called 'the jewel in the Empire' and why Queen Victoria was given the title Empress of India</p> <p>Know how Britain dealt with troublemakers in the 1800s</p> <p>Know why Australia was chosen to be a penal colony</p> <p>Know how the British Empire changed over time and changed to a Commonwealth</p> <p>Tier 2 - Empire, Colonies, prejudice, trade, settlers, colonised, native, diverse, independence</p> <p>Tier 3- East India Company, Eugenics, Master Race, Jewel in the Crown, Penal Colonies, Rhodesia</p>
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<p>Possible Misconceptions and adaptive responses to these: <i>identified through formative assessment/retrieval practice/diagnostic questioning.</i></p> <p>Regular formative assessment through low-stakes questioning, recap starters, inclusive sharing of responses.</p> <p>Ensure knowledge is sound before moving on during the lesson or in the next lesson.</p>	<p>Literacy and Oracy development opportunities: <i>Details of high-quality texts, explicit vocabulary teaching, modelled writing, structured talk.</i></p> <ul style="list-style-type: none"> • Explicit vocabulary teaching. • Extended modelled writing opportunities. • Thinking Hard opportunities to allow structured talk. • Importance of extended high quality texts e.g Interpretations around the Cecil Rhodes statue. <p>Glossary of new terms/ Explicit teaching of Tier 2/3 vocabulary throughout lessons.</p> <p>Match the definition</p> <p>Regular knowledge and recall checks through recap starters.</p> <p>Explicit focus on answering questions in full sentences.</p> <p>Coming to sustained judgements using the PEEL paragraph structure. Sentence starters provided to support this.</p> <p>Analysing historical evidence such as first-hand accounts from Rhodes</p>
<p>Assessment/Final outcomes: <i>How will students apply their deep learning in a meaningful way that respects the subject's discipline?</i></p> <p>Assessment</p> <ul style="list-style-type: none"> • There is one assessment in this unit where you will need to show your disciplinary knowledge in both source analysis and explanation. • 'This cartoon is critical of Rhodes and the British Empire.' How do you know? In what ways was the world changed by the British? 	