# KS3 History Year 9 - The British Empire

<table>
<thead>
<tr>
<th>Unit title/key question</th>
<th>Term</th>
<th>Number of hours</th>
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<tbody>
<tr>
<td>The British Empire</td>
<td>Autumn</td>
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<tr>
<th>Sequence of learning:</th>
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**Component 1:** Geographical boundaries between countries have been largely fluid throughout history, but what has caused these changes?

The geographical boundaries between countries, evolve throughout history – as do nations political & economic status on the world stage. This can be evidenced by looking at a world map at any interval, for instance 50 years, 100 years and so on. To explore this component students are exposed to various case studies from the early British Empire in the late 15th Century through to the mid 20th Century. This is not new to the students; previous exploration of this component has also been considered in brief when looking at pre and post WW1. Although this aims to elaborate on this by considering how these changes can be brought about by events other than conflict.

*The aim being they will recognise factors that led to these changes through the exploration of:*

- The extent of the British Empire influence across the world in establishing codified world powers, that reflect modern nation states with specific reference too:
  - The emergence of modern countries in Africa to replace the uncodified tribal systems on the continent pre 17th Century
- Reference is drawn to prior learning around Europe pre and post WW1. Students asked to recall how imperialism contributed to the outbreak of WW1.
- Use of maps of the world at various given intervals in history to visually allow students to identify the key changes to the geopolitical borders of the world. Before exploring the reasons / rationale why this may occur.
- Students can go into more depth on specific changes we have looked at. For instance MABLE pupils being tasked with exploring an individual change such as how the border emerged between the USA and Canada. This isn’t additional knowledge but to deepen knowledge more able students can explore, rather than be given this information as part of their ongoing exploration into the geographical boundaries of the world.
- The unification of India under British Rule – Exploring early control by the East India Company, and how this evolved into the British Raj
- The Settlement of Australia as a Penal Colony, why further settlement occurred across Australia, the effect of the gold rush and increasing free settlement.

- Students also explore how conflict resolution led to the creation of modern powers, and the historical connection to Britain – This is done through a short depth study of the settlement of the Americas by Europeans, the growing resentment to British involvement ‘taxation without representation’ and subsequent American War of independence. Leading to an understanding of how the modern USA formed.

In order to do this, students must be able to recognise the cause of these changes, for example with the British Empire was this as a result of an economic desire, settling of a political disagreement or a result of conflict. It is by understanding how factors such as these lead to changes to the geographical make up of Britain that they are able to recognise how the world evolves over time.

To be successful at this component students are asked to explain with specific reference to countries studied, how British involvement has led to changes in the world map.

*The Assessment* will involve students identifying on a Venn Diagram the following details about both Australia and the USA

When it was occupied, principle reason why it was occupied, why it ceased to be an empire country, how did the country’s geopolitical borders change from early British involvement to end of British involvement.

- Students encouraged to critically compare the reasons ‘why’. Why did colonisation of Australia and the USA look so different to that in India? Students will be expected to draw comparisons between the societies of citizens already on these locations and consider the potential impact this may have on Britain’s ability to arrive and make changes to government.
**Component 2:** What were the ethical consequences of British involvement around the world?

Once understanding of component 1 has been reached students move towards a more evaluative stand point, exploring how these transitions impacted ethically on the world we live in.

To do this they explore the role of ‘cultural imperialism’ –

- The influence of the Christian missionaries across the continent of Africa from the 19\(^{\text{th}}\) Century, with particular to the village schools, and education considering the following key ideas
  - The effect of teaching the students in English, which led to a loss of traditional language in these areas. The emphasis on a western education, based on the mannerisms and culture of Victorian England also led to the erosion of traditional forms of hierarchy, greater emphasis on the teaching of British history which led to an under emphasis of the child’s own cultural history and the teaching behaviours and skills that enhance western capitalism. Such as work ethic, awareness of mechanised production and an awareness of currency.
  - The basis of Christianity and the teaching of the Christian ethic based on the 10 commandments led to the loss of traditional belief systems deemed ‘inferior’ or unsuitable. This included a disapproval of early forms of spirituality, in favour of an acceptance of Christian creation and judgement, and such acts being judged as sinful as a consequence.

- More simplistic historical sources can be used to scaffold as appropriate. Including teacher simplification of language, or more accessible visual sources.

- Students are encouraged to recap their prior knowledge on medieval England – which as an agrarian society shared many similarities with pre-colonial Africa. This is to ensure they understand why this society suits a pre-industrial context and what can lead to modernisation. Which is a topic considered in greater depth through the unit on industrial Britain.

- Suggesting impact if changes had not occurred – Now students have identified what changed as a result – What would be the consequence if this hadn’t changed? To enhance understanding of cause and consequence.

- Encourage selection of more complex sources to begin thinking about differences between examples. Such as those created by the government, as opposed to newspapers. Differences between newspapers depending on their liberal / conservative stance point and those created by others in society. As a means of adding complexity within the component aims and exploring the disciplinary role of inference. This takes the form of students annotating sources in a different colour pen with this new information, the
- The changes to daily life that occurred as result of settlement
  - Including the loss of agrarian / traditional ways of living. For instance, migration across the continent or tribal life in favour of a more industrialised system.
  - The changes to traditional forms of self-governance based on community hierarchy, to one of centralised control. Which can take the form of puppet rulers (India), establishment of total control (Singapore) and eventual evolution into democratic systems.
  - Influence of western consumerism – Many cultures prior to empire involvement were self-sufficient agrarian societies, the empire arrival saw attempts at capitalism emerging with a reliance on currency and encouragement towards consumption. Such as the import of time saving cooking tools, influx of western fashion (the expectation that a man would be fully covered, ideally in a suit rather than the traditional homemade dress) and the subsequent effect on ‘skills’

- Justifications for these changes needing to be made to the general population of Great Britain through:
  - Exploring government intended perceptions of natives as ‘savages or primitive’ (in Africa) or displaying colonial subjects as grateful and appreciative (India). This is achieved through a study of a range of historical sources, including newspaper satire, official government publications and written articles. With students encouraged to question why this impression was given to the general public.

- Students challenged to think of the extent to which the social problems in Britain shifted as a result of industrialisation – and the steps taken by the government to solve these. When reflecting on the potential benefits or limitations of these changes MABLE students could be encouraged to think about the extent to which Britain not only industrialised but also solved any emerging social problems that occurred as a result.
This process should encourage thinking around how the portrayal of these groups has impacted on relationships between societies today. In addition to how the government led campaign of ‘implied racial inferiority’ towards black, and ethnic minority cultures enhanced discriminatory attitudes and their modern influence on society.

To check understanding of this component students are asked to identify on a concept line – the extent to which five of the changes studied negatively impacted on the empire. This allows students to plot the five items and rank them in terms of ‘how significant’ the consequences were.

**The five changes being:**

- Loss of traditional language
- Missionary education arrives
- Merging of religions into Christianity
- Consumerism and the arrival of new products
- Changes to governance – From tribal systems to centralised control.

### Component 3: *What are the arguments that suggest the Empire might have been a force for good?*

*Students explore the idea that the British Empire was in fact a force for good, by exploring economic and social developments made in the colonies.*

Students now consider the benefits to the global community as a result of the British empire influence, using a case study approach with development to specific countries... The study of a broad range of primary and secondary

- Less able students are tasked with ‘ranking’ benefits to countries in a more simplistic way to get them thinking about what has benefited a country more significantly

- Students are again asked to consider the ‘opposite’ – What might have happened if this process hadn’t taken place? (would the nation have got there on it’s
**historical sources offering perspectives to this question, is a key focus here. Allowing for interpretation, on who, why and how useful.**

Substantive knowledge that is included to allow students to access this question includes:

- **Economic and social investment into less economically developed countries**
  - Economic investment in India – with consideration on key products such as the railways, emergence of larger settlements and inbuilt infrastructure. Students here explore the mutual benefits to both citizens of the countries receiving the investment, and why this was necessary to help Britain achieve her aims. By providing a more efficient system for the export of goods across the colonies.
  - Establishment of social institutions designed to raise overall standards of Justice and Education, across many nation states. These often took slightly different forms with common characteristics. Justice was based on centralised punishment, fair to all citizens with a basis in the 10 commandments of Christianity. Education was English in nature, often by Christian missionaries with a focus on capitalist practices, Victorian social etiquette and the promotion of British and western history – in particular the success and power it had achieved. This allows students to revisit the prior knowledge about how this was done and the questions it presented)

- **Settlement of largely uninhabited nations such as Australia**

- **Paired student debates – Which would you rather have? Again, to encourage critical thinking.**

- **Use of clear links back to prior knowledge in terms of the influence of industrialisation, and what changes to society were required to allow industrialisation to occur e.g. transport infrastructure. This will show students how whilst designed to benefit states such as India – Clear benefits also exist for Britain will also enhance students’ ability to access content here.**

- **Students revisit their earlier learning on the Americas – What were the benefits and challenges of settlement here? How own? Would it now be less deprived?)**

- **Students are encouraged to explore the extent to which the establishment of these new social institutions were successful in the colonies. All students have in prior learning explored not only how they emerged but also early problems they suffered with during the industrialisation of Britain so are able to reflect critically on the extent to which these problems will exist in the colonies, to a greater or lesser extent and how this can be solved.**

- **Students are also challenged to explore the potential consequences of a ‘religious divide’ within nations. Using their awareness of the consequences of the reformation to guide**
Exploration of how Australia presented an opportunity on various levels – to colonise a largely uninhabited land, and develop this in a low-cost way. Through the use of Penal labour which also signified a shift in attitudes within criminal justice from deterrence to reform. With success in Australia demonstrated when many prisoners went on to become law abiding citizens having received a ‘ticket of leave’. This is in part due to the success of the scheme’s incentive for release but also due to Australia not having the socio-economic problems of Britain, or poverty, overcrowding and unemployment issues of which were a key cause of Victorian crime.

Long view looks at how Australia went from a largely uninhabited land to a modern prosperous world power, and Britain’s role in this process. From early discovery and settlement as a penal colony, to the establishment of the states of Australia, the gold rush and extensive free settlement, and gradual granting of dominion status.

- Impact of trade in exposing global citizens to a broad range of world products, the impact of the discovery of such items on industry, innovation and technological development, examples including
  - Discovery of dyes, spices and new products students are familiar with and their global origins.
  - Case study exploring the emerging global market for tea (with reference to the conflict that occurred with China during the
Opium wars as a result of Britain’s determination to export this to its global markets, and the ethics of this conflict in terms of respecting other global powers and modern attitudes towards drugs.

- Scientific discoveries around how previously unused products can in fact be useful – Case study - Rubber from Singapore.
- Influence of foreign foodstuffs on the UK populations eating habits.

- Exploring the potential benefits to the spreading of traditional western values, eradication of ‘barbaric’ practices such as Sati, in the interests of advancing human rights. Including the empire’s wider role in enhancing the role of global citizens of all genders, sexualities and ages. In accordance to evolving western values around acceptance.

- New intended perceptions of the empire.
  - Students explore representations of empire as a force for good on citizens again here from an economic standpoint. Including government orchestrated representations of the Empire as ‘the developer of the world’ and the how this evolved through time.
  - This is considered in greater depth during the interwar years, when the function and intention of the Empire Marketing board is studied in more depth. To promote the purchase of Empire goods and aim to keep the wealth within the empire itself as part of an economic
wartime recovery strategy. Many of the products were shown to be exotic and exciting.

- Students must however view these benefits in context with an awareness of how the empire benefitted Britain by providing her with
  - The extensive wealth and global influence gained as a result of her imperial past. Both in the modern day and beyond. Reference will be made to Britain’s military strength before WW1.

To check understanding of this component students are asked to describe 3 ways in which it could be argued that the empire was a force for good. Based on the learning above. This will then involve a peer discussion to give students the opportunity to justify each verbally to their peers.

**Component 4: Why is the British Empire still relevant today?**

Students must be able to recognise how the Empire, still has relevance on the world today. So, should be able to recognise Why the Empire remains relevant in Britain today?

Students explore the current relevance of the Empire on modern Britain, considering how this has impacted on;

- How the culture of Britain has been heavily influenced by other world countries, including features of its language, food, fashion and architecture

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<td><strong>Scaffold – Resource sheet of the ‘Empire shop’ and where products come from given to students</strong></td>
<td><strong>Use of alternative sources around prior learning – TO enhance knowledge. For instance, provide an alternative perspective to industrialisation that may not have been considered within the prior knowledge.</strong></td>
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<td><strong>Students also provided with source sheets providing figures for immigration and similar to allow them to have</strong></td>
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- Impact of Britain and wider global factors in influencing the modern world, including the natural evolution of societies that occurred as a result of industrialisation, and increased globalisation from the 18th century.

- The multicultural, multi-faith, multi-linguistic nature of Britain and how this occurred (this links back to prior knowledge from year 8 considering Windrush and the social effects on Britain)

- The Empire’s significance on Britain’s position on the modern world stage, including its influences as a power within many of the global organisations and the ongoing importance of the Commonwealth of Nations.

- The modern commonwealth of nations – what this means, and Britain’s role within in.

- The extent to which the empire has contributed to the global spread of Christianity, the English language and features of western society.

To be successful at this component students will evaluate their own perception on the modern relevance of the British Empire on the world today. Completing a scaled task in which they list 5 reasons why the empire still retains relevance today and rank these in order. From the most important to the least. A Standardised resource is provided for this which has space for not only the 5 reasons but also a short justification statement that considers ‘why?’

- something ‘in front of them’ to explore in more depth.

- Teacher link back to prior knowledge of industrial Britain also to help accessing content – Use of the same sources in this unit beneficial to help memory recall
### Component 5: Should Britain be proud of her Empire?

Students as part of the final component are asked to form a perception based on the case studies they have looked at around whether the empire was in fact a force for good.

This involves using the schema they have been developing to form evidence-based conclusions to

- Recognise how the extent of the benefits and drawbacks vary with each nation state we have considered in earlier components. To consider the empire as a source of both pride and shame, as both a whole, or as individual component parts. With a clear awareness of how different perceptions can exist both within and between countries.

- Students also need to understand factors that led to the decline of the empire and will conclude their thematic study of key nation states by considering:
  - Why the British Empire peaked in 1922 and then fell into decline – To do this students will be made aware of the empire’s contribution to WW1, the gaining of territories from defeated nation states but also be encouraged to draw comparisons between the role of empire in causing the conflict (Imperialism was a significant reason why distrust and competition emerged from the great pre WW1 powers of Germany, Austria Hungary, Russia and the UK and how the extent to which this may influence changing attitudes towards imperialism

- Writing frames, sentence prompts or guided content, to allow students to reach a balanced and well formulated answer.

- Additional revision materials – Diamonds are popular to allow students to recall substantive knowledge first, then complete the disciplinary task as two processes as opposed to one.

- Student scaffolding could include prompts / sources to refresh their memory of the role of imperialism as a cause of WW1, and how attitudes could have been affected as a result. Students are also encouraged to reflect

- Increase complexity of task by asking students to reflect and compare if Britain should be proud her involvement in individual states, as part of the bigger picture.

- Students are also encouraged to draw comparisons with the prior knowledge about Adolf Hitler’s expansion plans into Europe, and the extent to which this can be compared to the building of the Empire. Specific time should be devoted to students stating the extent to which changing attitudes, styles of governance and approaches to world trade impacted on the Empire over time.
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<th></th>
<th>How lessons learned from America’s struggle for independence led to an alternative approach to calls for independence in Australia and the rise of the Dominion state the idea that the refusal to co-operate led to conflict and a loss of any influence over the territory, and that negotiation would ensure a long-term political relationship between the two states which endures to this day through the commonwealth.</th>
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<td>How India was granted independence in 1948 with an awareness of the key factors involved such as, India’s role in the two world wars, calls for Indian independence, Gandhi’s influence on the debate, and the final partition of India, which has been viewed as rushed, creating the two nation states of India and Bangladesh to settle the religious question between Hindus and Muslims but which also led to much religious conflict during the early post Empire days.</td>
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<td>The gradual evolution of independence across Africa, including key conflicts, particularly in South Africa to secure independence by force, and a changing attitude to imperialism which meant many nation states were no longer seen as useful for demonstrating a nation’s power.</td>
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<td>How the technological advances of WW1 &amp; 2 – particularly around Naval technology meant Britain no longer held the supremacy required to maintain her empire by force.</td>
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<td>on the conflict as a whole (From year 8) including campaigns in various empire countries and their role in supplying the commonwealth.</td>
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(Way to address any misconception at this point is to, in whole class feedback direct students to evidence / argue a viewpoint that is not their own to practice this skill as appropriate)

Students will demonstrate the evolution of schema here by being able to form a balanced, evidence-based opinion as to the extent to which the empire was a force for good. This will take the form of the following extended writing question ‘**To what extent should Britain be proud of her Empire**’

<table>
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<tr>
<th>Knowledge &amp; vocabulary</th>
<th>Substantive knowledge (core in BOLD)</th>
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|                        | • The emergence of the British Empire from the 15th Century  
                         • British Settlement in the USA, and its subsequent journey towards independence  
                         • British involvement in India ‘as the Jewel in the Crown’ and its early settlement, the role of the East India Company, and it’s evolution into the British Raj.  
                         • Settlement of Australia and evolution from a Penal colony to a world power  
                         • Perceptions of Empire – Broadly speaking both in Britain and beyond  
                         • The Empire’s role in the two world wars  
                         • Influences to British culture as a result of the empire, language, immigration, food, fashion etc.  
                         • Collapse of the Empire due to a range of factors, including but not limited to, gratitude for wartime service, changing global attitudes towards empire, and increasing desire for autonomy. |

**Disciplinary knowledge**

• Ability to critical evaluate the message of a broad range of historical sources, their purpose and usefulness  
• Ability to evaluate the significance of events and form a balanced argument based on sound historical evidence  
• Ability to recognise the role of both direct and indirect involvement on the development of a nation through time  
• Ability to recognise that social development is part of a wider pattern of change, influenced by a range of interlinking factors.
### Vocabulary
- Empire - Group of states ruled by a single state, Monarch or government
- Nation State – A Sovereign state with the ability to self-rule and its own distinct national identity
- Dominion – A semi-independent country, with largely delegated powers but still belonging to the commonwealth
- Imperialism – The practice of extending a country’s power by building an empire.
- Democracy – System of government where decisions are made through elected representative
- Colony – A country or area under the control of another
- Capitalism – An ideology based on individual ownership of the means of production & the free market
- Cultural imperialism – A belief that one’s own culture is superior to another
- Globalisation – The increasing collaboration of nation states, in terms of trade, politics and integration

### Subject methods and resources
- Teacher led PowerPoint lessons, planned to a high quality
- Broad range of historical sources of different types being available for independent analysis by students
- Effective use of active teaching to allow students to ‘visualise’ what they are learning about in the context with which it exists

### Prior Knowledge
This unit directly makes links to the following elements of prior knowledge as a means of developing schema
- Year 7 – The agrarian society
- Year 8 – Industrialisation, Britain as a naval power, WW1 – How Britain was reconstructed and its impact on changing the geography of the world. 20th Century Britain – Cold war, fear of communism & subsequent conflicts.
<table>
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<tr>
<th>Assessment of components and summative assessment of the unit (composite)</th>
<th>Components:</th>
<th>Likely misconceptions and suggested strategies to tackling them</th>
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<td>Each component will be assessed by considering students ability to synthesise information and form an informed opinion based on the evidence. This unit is largely centred around interpretation of an events significance, or the most significant reason behind an event.</td>
<td>Embedded disciplinary components that feature throughout such as source analysis will be assessed using a 'we do' whole class approach with teacher being aware of weaknesses within a cohort and directing support as appropriate through live marking during tasks.</td>
<td>That students form and justify a personal viewpoint from their own rather than a historical perspective</td>
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<td>At the end of the unit pupils will be assessed on their ability to create an informed, yet balanced argument that considers what led to a nation state evolving through time, and Britain’s relevance to this (See Component 5 &amp; 10 for specific points of assessment)</td>
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<td>In this instance students can be asked to argue and justify an alternative perspective to their own based on historical evidence.</td>
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<td>Low Stakes:</td>
<td>Students in character of a nation state when answering ethical questions, use of teacher questioning, ‘to what extent’ lines formed across the classroom. Effective use of plenaries (built to</td>
<td>The use of ‘prompt points’ as are seen in the GCSE exam is also present to guide students of what they could potentially include with the assessment focus being on creating a historical argument, routed in fact.</td>
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encourage students to have an opinion on the day’s lesson) -

DO NOW Tasks will also be utilised to promote effective memory recall.