

Unit Overview: The British Empire								
Half- Term:	AUT 1	AUT 2	SPR 1	SPR 2	SUM 1	SUM 2	No of Lessons:	14
<p align="center"><b>Key Focus for Unit:</b>  <i>What is the key knowledge being delivered?            What is the intent of this unit?</i></p>								
<p>Students will examine the British Empire, beginning their enquiry by evaluating why empires are built, exploring case studies of the British Empire’s impact on places including Africa, India, and America. They will infer information from key sources, evaluate cause and consequence, and compare the experiences of those affected by the British Empire. By the end of this unit, all students should have a good understanding of the shape and span of the British Empire, factors for its expansion, and be able to discuss the experiences of colonised people.</p>								
<p align="center"><b>Key Knowledge and Big Ideas:</b>  <i>What <b>Powerful Knowledge</b> and <b>Big Ideas</b> are explored in this Unit?            How have these progressed from previous learning? What <b>gaps in knowledge</b> have you identified from <b>baselining</b> and how are the being closed?</i></p>								
<p><b>Powerful Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Imperialism</li> <li>• Expansion</li> <li>• Colonisation</li> <li>• Independence</li> <li>• Economic</li> <li>• Military</li> <li>• Social</li> </ul>			<p><b>Big Ideas:</b></p> <ul style="list-style-type: none"> <li>• <b>Time and Place:</b> Understanding of life in, under, and around the British Empire, including diversified case studies.</li> <li>• <b>Power:</b> Understanding how and why empires expand their influence, and who has power in an imperial context.</li> <li>• <b>Change and Continuity:</b> Examining the impact of empire on different worldwide peoples, and the reasons for change.</li> </ul>					
<p align="center"><b>Unit Assessment:</b>  <i>How will this unit be assessed?            What is the frequency of assessments – baselines etc?</i></p>								
<p>End of unit assessment evaluating whether economic or military achievements were more important for the success of the British empire. Students will have support in preparing for this assessment and support when writing the assessment. This assessment requires AO1: knowledge and AO2: using second-order concepts, e.g. change and consequence, significance.</p> <p>Each lesson incorporates a low stakes quiz to enable knowledge retention</p> <p>MS Teams homework quizzes and worksheets to consolidate learning</p>								
<b>Key Skills Explored</b>			<b>Vocabulary Selected for DVI</b>			<b>Links to Previous Unit</b>		
<ul style="list-style-type: none"> <li>• Historical analysis</li> <li>• Map Skills</li> <li>• Source and interpretation analysis</li> <li>• Chronology</li> <li>• Evaluation</li> <li>• Utility</li> </ul>			<p align="center"><b><u>Colonise, Empire, Economic, Military, Social, Cultural, Legacy,</u></b></p>			<p>Students will be able to link their understanding of the empire with their studies on the Industrial Revolution earlier in the year, using both knowledge gained and second-order concepts of economic and social change over time.</p>		

<u>Links to Careers/Employability</u>	<u>How does this unit prepare students for the next unit?</u>
<ul style="list-style-type: none"> <li>• Lawyer</li> <li>• Activist</li> <li>• Politician</li> <li>• Journalist</li> <li>• Historian</li> <li>• Writer</li> </ul>	<p>This unit enables students to understand the British Empire, a unit with significant contemporary relevance which also introduces them to the root causes of slavery, racism and inequality in modern America, foundational knowledge to access their unit on slavery and civil rights. Their understanding, particularly of the story of America and the empire, will support them to access this content.</p> <p>As well as knowledge, this unit challenges students to use their evaluative skills within second order concepts to judge factors, legacy and change over time. An understanding of cause and consequence, significance, and change and continuity will help those who will choose GCSE History to build up their skills for KS4.</p> <p>This unit also supports students' abilities to evaluate and interpret sources which will help them to reach their own conclusions on the units we shall study throughout KS3, 4 and 5.</p>