

**Year 8 History Department Curriculum 2023 – 2024**

**Half Term 1 Scheme of Learning  
Focus: The British Empire**

**Enquiry Question  
What is the legacy of the British Empire?**

**Intent of this scheme of learning**

The intent of this scheme of learning is for students to critically debate the British Empire and reach conclusions on its legacy. Students will link the empire to the modern day and current affairs within Britain. Students will also link the empire to their own heritage and background.

**Prior learning and links to future learning**

At the end of Year 7, students learnt about Elizabethan England and begin Year 8 looking at Elizabethan exploration and the start of the empire. Students will continue to explore the impact of the British Empire in HT2 as they investigate the history of the Transatlantic Slave Trade and Britain’s role in this. Students will also use their knowledge of the colonisation of America and Australia when discussing the reform of prisons and the end of transportation in HT6. In Year 9, students will assess the significance of Empire building in causing conflict between countries, as well as explain the role of the British Empire in supporting the British Army in WW1 & WW2.

**Disciplinary Knowledge**

Disciplinary knowledge refers to knowledge of history as a discipline: the methods of historians and their conceptual frameworks. This scheme of learning primarily assesses the concepts of cause/consequence and significance across the timescale.

**Interpreting the past**

Students will be exposed to the works of Historians and will learn to ‘Think like a Historian’ by looking at interpretations of the past, and in particular the work of:

**Jeremy Paxman** “What ruling the world did to the British”

**Substantive Knowledge**

**British Knowledge:**

- British Empire
- British Commonwealth

**Meanwhile elsewhere in Europe and/or the Wider World:**

- Aborigine culture
- Indian independence
- American war of independence

| Assessment and Feedback   | CEIAG links  | Academy core values – Respect, Ambition, Resilience and Compassion   |
|---|--|--|
| <p>All feedback follows the whole school teaching and learning policy with collective and personalised feedback.</p> <p>Assessments will assess knowledge and understanding, conceptual awareness, sources analysis and how historians interpret the past.</p> <p><b>Assessment 1</b> – What is the legacy of the British Empire?</p> | <p>Throughout the scheme of learning, students will develop skills which are transferable to the world of work and future learning. For example, students will debate a sensitive and somewhat controversial topic. Students will clearly present evidence to support arguments.</p> | <p>Students will display compassion when learning about the colonies of the empire and the treatment of indigenous people. Students will also be respectful in their discussion of the empire and its legacy for the modern day.</p> |

|                     |          |            |        |              |                |            |        |            |                 |         |
|---------------------|----------|------------|--------|--------------|----------------|------------|--------|------------|-----------------|---------|
| <b>Tier 2 vocab</b> | Explorer | Expansion  | Impact | Independence | Consequences   | Culture    | Legacy | Occupation | Interpretations | Analyse |
| <b>Tier 3 vocab</b> | Empire   | Colonising | Mutiny | Aborigines   | Transportation | Emigration | Famine | Rebellion  | Conquer         | Trade   |

| Lesson Sequencing |  |   |  |
|-------------------|--|---|--|
|                   | Learning Intention TBAT                                | Knowledge   | Skills   |
| 1                 | Explain why Elizabethan Explorers could travel further | <ul style="list-style-type: none"> <li>• Reasons for empire</li> <li>• Countries who were part of the British Empire</li> <li>• Link to previous empires – comparisons</li> </ul> | <ul style="list-style-type: none"> <li>• Identify the reasons for Empire</li> <li>• Describe the reasons for Empire</li> <li>• Compare the reasons for Empire</li> </ul>   |
| 2                 | Explain why Britain wanted an Empire                   | <ul style="list-style-type: none"> <li>• British expansion</li> <li>• Benefits of expansion for Britain</li> </ul>  | <ul style="list-style-type: none"> <li>• Identify why Britain wanted an Empire</li> <li>• Explain what Britain gained from an Empire</li> <li>• Assess how Britain would go about this and the impact it would have</li> </ul> |
| 3                 | Explain why there was an American War of Independence  | <ul style="list-style-type: none"> <li>• 13 colonies</li> <li>• Reasons to go to America</li> <li>• Problems within America</li> </ul>  | <ul style="list-style-type: none"> <li>• Identify why British people wanted to go to America</li> <li>• Explain why America was tough to colonise</li> <li>• Assess why there was an American War of Independence</li> </ul>   |
| 4                 | Evaluate the consequences of colonising India          | <ul style="list-style-type: none"> <li>• Spread of Christianity</li> <li>• British education system</li> <li>• British Civil Service</li> </ul>                                   | <ul style="list-style-type: none"> <li>• Describe why Britain colonise India</li> <li>• Evaluate the consequences</li> <li>• Assess the consequences of colonising India</li> </ul>  |

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|---|---|---|--|
| 5 | Assess the causes and effects of the mutiny                 | <ul style="list-style-type: none"> <li>• Spread of Christianity</li> <li>• Experience of the Sepoys</li> <li>• Events of the Indian mutiny</li> <li>• Siege of Lucknow</li> </ul>   | <ul style="list-style-type: none"> <li>• Consider the experience of Indians during British occupation</li> <li>• Identify the reasons for the mutiny</li> <li>• Assess the response to the mutiny</li> </ul>       |
| 6 | Explain the impact of colonising Australia                  | <ul style="list-style-type: none"> <li>• Aboriginal culture in Australia</li> <li>• Transportation of British prisoners</li> </ul>  | <ul style="list-style-type: none"> <li>• Identify why Britain colonised Australia</li> <li>• Describe the existing Aboriginal culture</li> <li>• Explain the impact of colonising Australia</li> </ul>             |
| 7 | Describe the experience of Ireland                          | <ul style="list-style-type: none"> <li>• Potato Famine &amp; Great Hunger</li> <li>• Corn Laws</li> <li>• Emigration to America</li> </ul>  | <ul style="list-style-type: none"> <li>• Identify why the Potato famine happened</li> <li>• Describe the factors that made the famine widespread</li> <li>• Describe how the Irish people were affected</li> </ul> |
| 8 | Analyse interpretations on the legacy of the British Empire | <ul style="list-style-type: none"> <li>• Reasons for the end of the British Empire (WW2)</li> <li>• Formation of the Commonwealth</li> <li>• Windrush &amp; immigration from the Empire</li> <li>• Historian interpretations on the legacy of the British Empire</li> </ul> | <ul style="list-style-type: none"> <li>• Describe the consequences of the British Empire</li> <li>• Compare interpretations of the Empire</li> <li>• Assess the legacy of the Empire</li> </ul>                    |