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| **Unit: Empires: America, Australia, Scramble for Africa.**  | **Progress** |
| **Key ideas** | **R** | **A** | **G** |
| I can assess the significant aspects of the history of the wider world and how Britain conquered lands. |   |   |   |
| I can describe how the nature of civilisations changed throughout Britain’s expansion. |  |   |   |
| I can explain why Britain’s empire’s expanded and declined.  |   |   |   |



High Tunstall College of Science Curriculum Intent

Subject: History Year: 8 Half term: 4

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| **Lesson** | **Learning Focus** | **Assessment** | **Key Words** |
| **1** | How did Australia become part of the British Empire? | Regular recall, Formative Questioning. | Voyage, territory, endeavour, colonisation, troops, governor, colony, convict, migration. |
| **2** | Why was Captain James Cook significant in the British Empire? | Formative questioning, Regular Recall, ILO – Describe two features of Captain Cook’s voyage to Australia | Pacific Ocean, voyage, shore, New South Wales, East Coast, harbour, accomplished, navigator, astronomer, transit of Venus, merchant navy, surveying, New Zealand, territory. |
| **3** | How did convicts become settlers? | Formative questioning, Regular Recall. | Convict, Settlers, aborigines, British Governors, farms, settlers, violence.  | **1** | Describe Chartism | Regular recall, Formative Questioning. | Parliament, politics, class structure, working class, social injustice. |
| **4** | What happened to Australian Aborigine?  | Formative questioning, regular recall, ILO – Explain why the Aborigines of Australia were negatively impacted by the arrival of the British Empire | Convict, Settlers, aborigines, British Governors, farms, settlers, violence, lands, disease, trespass, descent, discrimination, direct rule.  | **2** | Why was there a drive for equal rights for women in the early 20th century?  | Formative questioning, , Regular Recall, **ILO – Describe two protests of the 19th century.** | Suffragettes, equality, women, social injustice, politics, democracy, voting.  |
| **5** | Why were the Americas a focus for the British monarchs? | Formative questioning, regular recall. | Empire, monarchs, country, conquest, imperialism, land, rule, colony, territory, powerful, government.  | **3** | Who were the suffragettes?  | Formative questioning, Regular Recall. | Suffragettes, equality, British Women's Social and Political Union (WSPU) |
| **6** | How did the British gain land in the Americas? | Formative questioning, regular recall.  | Government, piracy, businessmen, tobacco, furs, colonists, land owners, dominant presence.  |  |  |  |  |
| **7** | What impact did the British Empire have on the Native Americans?  | Formative questioning, regular recall, ILO – Source evaluation, or narrative account style question. | 40 x bigger, Native American Indians, The Plain Indians, Europeans, Eastern Coast, colonies, conflict. |
| **8** | What was Britain’s role in the Scramble for Africa? | Formative questioning, regular recall. | Scramble, Industrialisation, Industrial Revolution, cheap labour. |
| **9** | Why were European countries racing to take over Africa? | Case Study: Africa, formative questioning, regular recall, quizzing.  | Empire, Colony, conquer, overrule, Slavery, Prejudice, minerals, increased capital, cheap labour, invest, palm oil, cotton, copper, iron, gold, bronze and diamonds. |
| **10** | Review: Was the empire a force of good and evil?: The outcome of the scramble for Africa. | Key interpretations ‘What is the white man’s burden?’, evaluation, formative questioning, regular recall, ILO: ‘The British Empire has nothing to apologise for.’How far do you agree?  | Historian, historiography, interpretation. Empire, Colony, conquer, overrule, Slavery, Prejudice, scramble, age of empire, independent, change and continuity. |