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| **Unit: Empires** | **Progress** | | |
| **Key ideas** | **R** | **A** | **G** |
| I can describe the features of the British empire and its colonies. |  |  |  |
| I can explain why countries have empires. (e.g. Roman Empire, Mughal Empire, British Empire) |  |  |  |
| I can assess BOTHthe changes and continuities in the British Empire. |  |  |  |



High Tunstall College of Science Curriculum Intent

Subject: History Year: 8 Half term: 3

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| **Lesson** | **Learning Focus** | **Assessment** | **Key Words** |
| **1** | What is an empire? | Formative questioning, regular recall. | Empire, country, conquest, imperialism, land, rule, colony. |
| **2** | Where and how far did Britain’s empire reach? | Formative questioning, regular recall. | Conquer, Colony, imperialism, patriotic, nationalism, trade, industrial, middle ages, medieval, chronology. |
| **3** | How did the Romans grow an empire? | Formative questioning, regular recall. | Romans, warrior, army, conquest, invasion. | **1** | Describe Chartism | Regular recall, Formative Questioning. | Parliament, politics, class structure, working class, social injustice. |
| **4** | How far was the Roman Empire a success? | Formative questioning, regular recall, local study: Hadrian’s Wall. | Romans, warrior, army, conquest, invasion. | **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 did the Roman Empire fall? | Formative questioning, regular recall, ILO-How far do you agree that the Roman Empire was destined to fall? | Romans, warrior, army, conquest, invasion, Caesar. | **3** | Who were the suffragettes? | Formative questioning, Regular Recall. | Suffragettes, equality, British Women's Social and Political Union (WSPU) |
| **6** | What can I learn about the Mughal Empire? | Formative questioning, regular recall | Mughal Empire, Tax, Babur, Akbar, religious tolerance. |  |  |  |  |
| **7** | How effective were the rulers of the Mughal empire? | Formative questioning, regular recall, ILO – Source evaluation, or narrative account style question. | Mughal Empire, Tax, Babur, Akbar, religious tolerance. |
| **8** | How did the British gain an empire? | Formative questioning, regular recall. | Empire, Colony, conquer, overrule, Slavery, Prejudice, Infrastructure, Disease, Aborigines. |
| **9** | How far do you agree that the British Empire was the most successful? | Formative questioning, regular recall, quizzing. | Empire, Colony, conquer, overrule, Slavery, Prejudice, Infrastructure, Disease, Aborigines, trade, colonists |
| **10** | Was the empire a force of good or evil? | Key interpretations, evaluation, formative questioning, regular recall: ILO: Was the empire a force of good and evil? | Historian, historiography, interpretation.  Empire, Colony, conquer, overrule, Slavery, Prejudice, Infrastructure, Disease, Aborigines, trade, colonists. |

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