|  |  |  |
| --- | --- | --- |
| **CORE KNOWLEDGE**-Pupils will study what India was like before the empire and consider why it was desirable to the East India Company.-Pupils will learn about the role of the East India Company.-Pupils will learn about the discrimination faced by Indian soldiers in the East India Company.-Pupils will study different interpretations of Robert Clive.-Pupils will have an understanding of what led to mutiny in 1857 and how it resulted in the British Raj. -Pupils will show understanding of how the British Empire’s control of India led to multiple famines.-Pupils will analyse the positive and negative impacts of the British occupation of India.-Pupils will assess the impact Empire soldiers on the First and Second World War.-Pupils will investigate the role played by individuals such as Gahndi and Dadabhai Naoroji.  -Pupils will analyse how the British Raj changed the lives of people in Britain.-Pupils will learn about the Second World War and how it led to a decline of the British Empire.  | **ABOVE AND BEYOND**Making links between British Empire in the Triangular Trade and the British Empire in India. Evaluate the utility of a historical source commenting on content, provenance and make links to contextual knowledge. **Key Skills****AO1 – Knowledge & Understanding.****AO2 – Second Order Concepts e.g. cause; effect; consequence; continuity and change; significance; similarities; difference; importance.****AO3 – Source Evaluation.****AO4 – Interpretations Evaluation****VOCABULARY**Empire, Colonies, Economic, Competition, Slavery, Profits, Merchant, Conflict, Interest, Trader, Content, Origin, Purpose, Cotton, Punishment, Agriculture, Photography, Living Conditions, Famine, Raj, Sepoy, Mughal, Nationalist, Resistance, Violence, Rebellion  | Personal DevelopmentYou will develop transferable skills and an awareness of the importance of studying the British Empire in India. To understand how intolerance and racism developed and why large parts of India are in poverty today. To understand the foundations of a tolerant society.Lliteracy Focus Pupil will accurately spell subject specific words, connectives and high frequency words (tier 2 &3) and will use them correctly. Pupils can use a wide range of grammar and punctuation. Numeracy focusPupils will demonstrate the ability to work chronologically and be able to produce timelines. Pupils will be able to understand the economic developments that took place in Britain and the impact of finance. **WHERE NEXT?**Continue with Unit 4 The First World War.  |

**Context and Introduction to Unit**

**Pupils will learn about the development of the British Empire, the role that Britain played in India. Pupils will learn about the East India Company and the impact it had on India. They will learn about the role of Robert Clive. They will learn about how Britain took control of India and why there was mutiny in 1857. Pupils will be able to explain the role of the British Raj and how it was different from the East India Company. Pupils will study the empire soldiers and the impact they had on both WW1 and WW2. Pupils will understand the significance of WW2 in bringing an end to the British Empire.**

***Prior knowledge (KS2/KS3)***

***Pupils can link their knowledge of the cotton mills in Britain during the Industrial Revolution and the growing demand for raw materials from the New World. Pupils will show understanding of Britain’s development as the workshop of the world.***

**The bigger picture:**

*Personal development opportunities.*

*Career links- Law, government, civil service, journalism, education, historian, cartoonist, art historian*

*RSE- Respect and tolerance*

**Journey of Knowledge Unit 3b Ideas Political Power Industry and Empire: The British Empire in India.**