



Scheme of work

The British Empire, c1857–1967, 1J

Introduction

To help teachers in planning a course of study for the A-level History qualification, a possible scheme of work is provided below. This is purely illustrative of one way in which this course might be delivered and it is not intended to be in any way prescriptive. Teachers will need to develop schemes which suit the arrangements and time allocations of their own schools and colleges. Teaching arrangements and approaches are likely to differ between institutions. Provided the content as given in the Specification is covered, any sensible approach is legitimate.

Assumed coverage

The scheme of work which follows is based on two teaching years of 30 weeks per year. It assumes students will receive 2–2.5 hours per week for each of their A-level components and that 6 weeks in each year will be devoted to the NEA.

The British Empire, c1857–1967

Component 1 Breadth Study (Teacher 1)

Teach alongside: Component 2 Depth Study (Teacher 2) and Component 3 NEA (Teacher 1 and/or 2) Note that whole course may be delivered by a single teacher

General Introduction

(Component 1) Learning Objectives A01 and A03

Week	Component-specific skills	Specific Guidance	Learning activities	Differentiation and extension	Resources
30 weeks for Part One. The remaining 6 weeks of the school /college year to be spent on NEA Component 3.	<p>1. Students are expected to develop an understanding of the process of change over time.</p> <p>2. Students will need to be able to comprehend and evaluate arguments in extracts from academic history books on key issues</p>	<p>Students should be made aware of the 6 Key Questions which identify the issues and perspectives that are central to this period of study.</p> <p>Part One of this SOW is suitable for both AS and A level students. Please refer to the Specification for the different types of AS and A-level questions.</p>	<p>Students will need to understand the nature of causes and consequences, of change and continuity and of similarity and difference over an extended period.</p> <p>They should be able to make links between perspectives, such as political, economic and social as well as appreciating developments relating to these perspectives separately, over time. They should also be aware of the role played by individuals, groups, ideas and ideology.</p>	<p>Students should be encouraged to study the course content in relation to the key questions and to read and research further around the issues and developments studied, using, as appropriate, a variety of academic history books.</p> <p>Students' understanding of the process of</p>	<p>Students should have the opportunity to consult academic books whenever possible. Class textbooks, guided reading and worksheets, access to suitable internet sites, on- line journals, podcasts, stimulating lectures, PowerPoint presentations and other sources of information will all be valuable.</p> <p>Note that students will need to practise exam-</p>

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	<p>and developments relating to the content of their study.</p> <p>3. Students will be required to write analytical essays showing judgement about the issues and developments they have studied.</p>		<p>The suggested learning activities below are intended to develop these skills but are neither exhaustive nor exclusive. They are intended as <i>suggestions only</i> from which teachers might select. It is not expected that teachers would have time to cover <i>all</i> of these activities.</p>	<p>change over time should be regularly assessed.</p>	<p>style questions throughout the course.</p> <p>Both AS and A-level practice questions can be found on the AQA web site and it is recommended that either a historical interpretation or essay question is set every 2 weeks throughout the 30 weeks of each part of the course.</p>

Part One: The high water mark of the British Empire, c1857 – 1914

Section One: The development of Imperialism, c1857 – 1890

Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/ stretch and challenge opportunities	Resources
Week 1	Introduction to course.	Basic background knowledge.	<p>Issue a course handbook with details of course, reading lists and the key questions of the course.</p> <p>Use key terms to develop conceptual understanding, eg imperialism, colony, missionary, administrator, indigenous peoples, ethnocentric, formal and informal Empire.</p> <p>Students might locate key places in the British Empire in 1857 on a pre-printed map.</p> <p>Timeline of the growth of the British Empire from 1603 to 1857.</p> <p>Students could choose one colony in the British Empire and make a presentation with handout including with a map, date of colonisation; indigenous peoples, geography, main products, date of independence and how obtained.</p>	Choice of online topics to research according to students' ability.	<p>World map of 1857.</p> <p>Map showing British Empire in 1857.</p> <p>Course handbook.</p> <p>Suitable secondary reading or access to appropriate websites.</p> <p>Guided reading and worksheets; source material including statistics, pie charts, graphs.</p> <p>Timeline frame.</p>

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Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/ stretch and challenge opportunities	Resources
			<p>Create a chart of the British Empire's strengths and weaknesses in 1857 eg resources, markets, population, strategic importance, global extent, potential rivals.</p> <p>Guided discussion:</p> <ul style="list-style-type: none"> • What are the reasons why empires develop? • Which of these reasons can be applied in the case of Britain? <p>Research on-line of specific issues about British Empire in 1857 to provide basis for the comparison and the chart.</p>		<p>Wall chart created with the British Empire shown and short information sheets next to key states.</p>

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Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/ stretch and challenge opportunities	Resources
Week 2	Introduction to course.	Basic background knowledge.	<p>Students could each be given brief summary cards (one side of A4 card) with key bullet points of historical explanations of imperialism.</p> <p>These could include:</p> <ul style="list-style-type: none"> • traditional • Hobson and Lenin/economic forces • national security • formal/informal empire • area studies • nationalist/independence histories • cultural interpretations • gender interpretations • 'impact' interpretations (impact on Britain). <p>Each student could find another student to exchange their ideas until all students are briefed on all explanations.</p> <p>Teacher could then lead a discussion of these theories and which ones students support in relation to British Imperialism at this point.</p>	<p>Students could be given summary cards according to their abilities.</p> <p>Students could be introduced to short key passages from leading writers.</p>	Information cards.

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Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/ stretch and challenge opportunities	Resources
Week 3	The expansion of the British Empire in Africa.	The Suez Canal and Egypt.	<p>Students could shade and label lands in the Empire in 1857 and in 1890.</p> <p>Consider how many different reasons for British colonisation of Africa may be suggested from the map, the position of the colonies and work from previous classes.</p> <p>Themes to be discussed could include:</p> <ul style="list-style-type: none"> • Britain’s need to invest overseas • great power rivalry • trade routes and investments needed protection • stop other countries getting the land • spread Christianity/western culture • because they were greedy/’superior’/able to • security for interests in Mediterranean and Middle East • students’ own suggestions. <p>The activity may be consolidated by a teacher produced summary overview via PowerPoint to include the main theories behind imperialism with associated historians.</p>	<p>Students should be stretched by their contributions in the discussion.</p> <p>Students could lead the debate in discussing which theory of imperialism best explains British involvement in Egypt.</p>	<p>Maps of Africa and the British Empire in 1857 and 1890.</p> <p>Information sheets.</p> <p>PowerPoint of reasons for expansion of empire in Africa.</p> <p>Student PowerPoints and handouts.</p>

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Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/ stretch and challenge opportunities	Resources
			<p>Students make notes about the causes of growth of Empire in Africa.</p> <p>Students could examine the maps again and suggest reasons for the desirability of the Suez Canal to Britain.</p> <p>Students research and present PowerPoints with short handouts of aspects of the building of the Suez Canal, the government of Egypt, the Suez Canal purchase by Disraeli, the financial problems of Egypt, the risings against the Khedive, the occupation.</p> <p>Teacher-led discussion of the main reasons for the British occupation of Egypt.</p>		

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Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/ stretch and challenge opportunities	Resources
Week 4	Imperial and colonial policy.	India's administration and defence.	<p>Detailed map of India in 1857 – students complete a guided worksheet to explain the complex governance of India in 1857.</p> <p>Timeline of British involvement in India to 1857, emphasising the role of the East India Company in defence and administration.</p> <p>Students complete the first half of an annotated diagram showing the hierarchy of government in India in 1857 with the laws defining these positions eg Governor General, Presidencies, Hindu and Muslim states, the role of the East India Company and showing how control was actually maintained in India eg ethnic composition of the HEICS.</p>	<p>Students could be guided towards reading about the history of India in the century before 1857 in appropriate academic textbooks.</p>	<p>Map of India in 1857. Timeline frame.</p> <p>Frame of diagram to show how India was governed in 1857 and afterwards.</p> <p>Guided worksheets and reference material for reading.</p>

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Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/ stretch and challenge opportunities	Resources
Week 5		International relations, colonial policy.	<p>Students given a map of the world in 1857 and figures of economic activity and populations for leading world states and students identify the most powerful countries in the world.</p> <p>Students identify the key reasons for these nations being powerful and to suggest what their areas of interest might be from their geographic location. This is then confirmed with detailed notes by teacher-led discussion and notes.</p> <p>Brainstorm session: Students could identify the interests countries generally may have in international relations.</p> <p>With teacher guidance, students form a list of factors and explanations of their importance with examples from general knowledge.</p> <p>Students then apply these factors to Britain in 1857: Which of these influenced Britain's relations and policies at this time?</p>	Students could be allowed to lead elements of the discussion.	<p>Map of the world.</p> <p>Information sheets on national economic activity and population.</p> <p>Worksheet.</p>

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			<p>Students then to see how these factors would influence colonial policy eg decision whether to acquire colonies or not (gain trading monopolies).</p> <p>Worksheet completed to ensure understanding of Britain’s colonial policy in the second half of the nineteenth century.</p>		

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Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/ stretch and challenge opportunities	Resources
Week 6		The scramble for Africa.	<p>Students could review work on Week 3 and read three historians' accounts of the reasons for the scramble for Africa.</p> <p>Students to compare the sources and establish points of agreement and disagreement: straw poll – which one do they tend to agree with?</p> <p>Students then to draw up a timeline of the main events and dates of acquisitions in Africa from 1870 to 1890. Timeline to be divided into columns headed by each country involved.</p> <p>Students might discuss any surprises from the states and territories gained (probably Belgium controlling the whole of the Congo basin).</p> <p>Students could research the European colonising countries via internet sources: what were their reasons for gaining African territories.</p> <p>Discussion: why might the scramble for Africa lead to conflicts between states?</p>	Extra reading on the scramble for Africa.	<p>Timeline frame.</p> <p>Sources of information to allow compilation of timeline and research on each country's involvement in the scramble for Africa.</p>

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Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/ stretch and challenge opportunities	Resources
			<p>Homework: students could make notes on the Berlin Conference of 1885 and the rules it established for colonisation.</p> <p>Discussion: what were the likeliest events from the timeline for conflict between states?</p> <p>Notes to be made on each of these points of conflict until 1890.</p> <p>Students review the explanations of the scramble for Africa read at the start of the week and decide which one is the most convincing.</p> <p>Discussion of the criteria to be used in establishing the most convincing account eg quality of evidence.</p>		

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Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/ stretch and challenge opportunities	Resources
Week 7		Informal empire.	<p>Students might look at countries which play cricket and rugby union in world cups and list which countries were in the British Empire and which were not. Students then to suggest reasons for the inclusion of countries outside the empire eg Argentina.</p> <p>Students read secondary sources explaining the concept of informal empire and to start to make a list of why an informal empire may develop and why these territories never became part of a formal empire eg language, culture, USA and Monroe Doctrine.</p> <p>Students to work through a guided worksheet on the growth of the informal empire eg including data to show the miles of railway lines built by British engineers/companies in South America and the development of British influence in Persia.</p> <p>Consider essay writing skills.</p> <p>Good opportunity for memory test/first AS question on the course so far.</p>	<p>Students could read articles on 'The Imperialism of Free Trade' where the term was first introduced.</p> <p>Students could discuss whether the USA is still an imperialist state.</p>	<p>Lists of countries playing various sports.</p> <p>Secondary sources on 'informal empire'.</p> <p>Worksheet on Informal Empire.</p>

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Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/ stretch and challenge opportunities	Resources
Week 8	Trade and commerce.	The chartered companies.	<p>Teacher PowerPoint to show what is meant by a Chartered company and the reasons for their development.</p> <p>Students might complete a timeline of the development of chartered companies in the British Empire. This might look ahead to the years after 1890.</p> <p>Students alone or in pairs to research the history of individual chartered companies to make a presentation including:</p> <ol style="list-style-type: none"> a. date of foundation b. map c. key product d. means of securing its interests e. key interests. <p>Students could distribute handouts of their presentations.</p> <p>Students could be divided into two: one group arguing that the empire was created due to mercantile interests and the other arguing that it was government policy.</p>	<p>Students could be guided towards specific chartered companies or take a lead role in the group work or the presentation of their side of the debate.</p> <p>They could study other entrepreneurs like Goldie and Mackinnon.</p>	<p>PowerPoint.</p> <p>Internet access/ suitable books to allow research on chartered companies.</p> <p>Student handouts.</p>

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Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/ stretch and challenge opportunities	Resources
			<p>Class debate whether the British Empire were developed largely due to either mercantile interests or government policy.</p> <p>Students to note down points for and against and establish which view they agree with and why they disagree with the reasons for the alternative view.</p>		

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Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/ stretch and challenge opportunities	Resources
Week 9	The role and influence on attitudes to empire.	Explorers, missionaries, traders, colonial administrators.	<p>Students might research and present to the rest of the students a study of the life of a leading explorer, missionary, trader and colonial administrator. There should be at least two examples of each studied.</p> <p>Students could assemble common points on what they think the roles of each type of person, their attitudes and aims and their means of influence.</p> <p>Students to be presented with a scenario in the development of a British African colony and students divided into four groups (ideally covering a different type of person to the one they researched) to decide what their views would be to changing events of they were an:</p> <ul style="list-style-type: none"> • explorer • missionary • trader • colonial administrator. <p>Review session:</p> <p>What are the key differences in the roles, influences and attitudes to empire of the four groups?</p>	Role play and the choice of persons to research could be made upon the various abilities and interests of students.	<p>Access to information to allow the research to take place.</p> <p>Scenario sheets and scripts.</p>

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			<p>What are the key similarities between some or all of these groups?</p> <p>Which group had the greatest influence on imperial development and why?</p> <p>Discussion of key debates: Were colonial administrators really 'prancing proconsuls'?</p> <p>Students could either plan with teacher assistance or to answer the following question: 'Was missionary activity the main reason for the growth of British interest in Africa in the late nineteenth century?'</p>		

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Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/ stretch and challenge opportunities	Resources
Week 10	Attitudes towards imperialism in Britain.	The development of party political conflicts (i) 1857–1868.	<p>Students could study individual writers revealing attitudes to empire in the 1850s and 1860s.</p> <p>Students to report back briefly to class on the views of their chosen person with a handout.</p> <p>Directed notes about the economic arguments for empire and by free traders against empire.</p> <p>Students to make notes on the key political parties and philosophies of the 1850s and their general policies.</p> <p>Discussion: why were the Liberals split on imperialism between Palmerston and the radicals?</p> <p>Worksheet on Liberal decision to reduce costs of empire by granting independence eg Canada Act 1867.</p> <p>Homework: students might divide into two groups to study attitudes and policies towards imperialism– one to research those of Gladstone and the other to study those of Disraeli.</p>	<p>More able students could be the leaders of pairs in the research activity which is quite challenging.</p> <p>More able students will probably present the debate about Gladstone’s and Disraeli’s motivations rather than the bald orthodox views.</p>	<p>Extracts from contemporary literature to assist research on views of Empire.</p> <p>Information sheets/ textbooks with appropriate material on party politics.</p> <p>Worksheet on Canada Act.</p>

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Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/ stretch and challenge opportunities	Resources
Week 11		The development of party political conflicts (ii) 1868–1890.	<p>Students report back to class on homework and build up a table comparing the orthodox views of Gladstone and Disraeli’s attitudes to empire eg on self-government, expansion, justification of empire, influences on policy etc.</p> <p>Students to give ideas about alternative views of their A3 landscape chronological table of the main events relating to Empire 1868–1890 to be compiled with columns headed: date; event; explanation; Gladstone’s attitude; Disraeli/Salisbury’s attitude; outcome.</p> <p>Students could be given individual case studies eg</p> <ul style="list-style-type: none"> • Gladstone and the Gambia 1871 and the Ashanti 1873 • Disraeli, Gladstone and the Eastern Question 1877 jingoism • Disraeli and the Zulu War • Gladstone and Gordon in Khartoum. 	<p>Choice of students to work on case studies could allow stretch and challenge.</p> <p>Students could be seeded among the two sides in the debate to allow them chances to help and guide others.</p>	<p>Table frames.</p> <p>Access to information to enable the case studies to be performed.</p>

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Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/ stretch and challenge opportunities	Resources
			<p>Students to report back to class on their case studies with a brief handout.</p> <p>Students might identify key influences on each party by using these handouts and previous work on Egypt and the Suez Canal.</p> <p>Class debate: split into two groups for a class debate; one group arguing that Gladstone’s approach to empire was superior and the other arguing for Disraeli.</p> <p>Students make notes at the end of the debate about their views on Gladstone’s and Disraeli’s views.</p> <p>Students given two historian’s views on the issue of Gladstone, Disraeli and imperialism and to decide which of them is the most convincing and why.</p>		

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Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/ stretch and challenge opportunities	Resources
Week 12	Relations with indigenous peoples.	The Indian Rebellion of 1857.	<p>Review Week 4 notes and annotated diagram.</p> <p>Discussion: What problems might there be for the British government in India?</p> <p>Brainstorm: Students suggest potential reasons for an uprising in India leading to a formal discussion supported by PowerPoint and set of reasons with evidence.</p> <p>Students create a flow diagram showing the causes and development of the Indian Rebellion of 1857 and its defeat.</p>	<p>Discussion and briefing paper gives able students the chance to shine, eg by researching who was the colonial secretary and how this might influence the briefing paper.</p>	<p>Previous student notes and annotated diagram from Week 4 to complete.</p> <p>Access to research materials.</p>

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Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/ stretch and challenge opportunities	Resources
Week 13		The impact of the Indian Rebellion of 1857.	<p>Discussion: What lessons might Britain draw from the Indian Rebellion of 1857 and what policies might they adopt? Students might write a briefing paper by the British colonial secretary to the cabinet about how the administration and defence of India could be reformed.</p> <p>Students then compare these with the actual measures taken and complete the annotated diagram showing how the new system actually worked.</p> <p>Discussion: why did the British government make the choices it did in changing the government of India after 1857?</p> <p>Students study Disraeli and the creation of Victoria as Empress of India in 1876.</p> <p>Discussion: How does this new piece of information affect the view held of Disraeli's imperialism? Students note down new ideas.</p> <p>Students can plan or answer an essay question: 'Did British policies towards India completely change in the years 1857 to 1877?'</p>	Able students will have the chance to reflect their abilities in the two discussions, particularly the last one.	<p>Statistics on the impact of the Indian Rebellion of 1857.</p> <p>Annotated chart from Weeks 4 and 12.</p> <p>Guided reading and academic interpretations.</p>

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Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/ stretch and challenge opportunities	Resources
Week 14		Relations with Boers and Bantu peoples in southern Africa.	<p>Students as a starter to discuss a popular African saying: “When they first came they had the Bible and we had the land. We now have the Bible and they have the land.”</p> <p>PowerPoint to create discussion of the various parties involved in southern Africa.</p> <p>Students create a timeline of events in southern Africa from c1800 to 1857.</p> <p>Students are given a role play activity based on responses to a given set of events between 1857 and 1890 in Southern Africa. For example students could represent colonial administrators, Bantu groups, English settlers, Boer settlers, missionaries/explorers and merchants.</p> <p>Class review of results with teacher guidance to establish how these relationships developed.</p>	Students would be given the chance to express and develop their ideas in the role play activity.	Timeline. Materials for the role play activity. Guided reading.

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Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/ stretch and challenge opportunities	Resources
			<p>Discussion:</p> <ul style="list-style-type: none"> a) In what ways was the situation in South Africa more complex than in most of the British Empire? b) How did the indigenous peoples respond to British rule? c) Do these new pieces of information change your view of Gladstone or Disraeli? 		

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Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/ stretch and challenge opportunities	Resources
Week 15	Review.		<p>Completion of any work not completed from previous weeks.</p> <p>Review of work so far. Students to make notes in answer to general questions over the period.</p> <p>Consider whether the Empire had survived threats to it.</p> <p>Then there should be reference to the key learning objectives of the unit:</p> <ul style="list-style-type: none"> • why did the British Empire grow? • what influenced imperial policy? • what part did economic factors play in the development of the British Empire? • how did the Empire influence British attitudes and culture? • how did the indigenous peoples respond to British rule? • how important was the role of key individuals and groups and how were they affected by developments? <p>Teacher-led class discussion: How do the answers to these questions link?</p> <p>Timed essay based on an issue arising from the work so far.</p>	<p>Students have opportunities in review sections to develop their holistic view of the course.</p>	<p>Student notes.</p> <p>Guided reading of academic historians.</p>

Part One: The high water mark of the British Empire, c1857 – 1914

Section Two: Imperial consolidation and liberal rule, c1890 – 1914

Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/ stretch and challenge opportunities	Resources
Week 16	The consolidation and expansion of the British Empire in Africa.		<p>Review work from Week 3 with map of the British Empire in 1890.</p> <p>Students could add in a different colour the territories added between 1890 and 1914.</p> <p>Worksheet on the economic and demographic growth of the empire 1890–1914.</p> <p>Students discuss the main areas of growth and suggest reasons from previous notes for this trend.</p> <p>Students discuss probable problems with this policy, eg rivalries with other colonial powers, commitment of resources to conquest and development, opposition of indigenous populations and governance. Teacher could give leading examples of these problems as students suggest which students should then note in a table.</p> <p>Students could attempt an interpretations question from the example paper.</p>	Students have the chance to show their abilities in the discussion of probable problems.	<p>Reading and sources to illustrate developments.</p> <p>Maps of British Empire in 1890 and 1914.</p> <p>Statistics on the empire 1890 and 1914 on worksheet.</p>

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Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/ stretch and challenge opportunities	Resources
Week 17	Imperial and colonial policy.	The administration of India and Egypt.	<p>Review previous notes on imperial and colonial policy.</p> <p>Students given short secondary interpretations to read on Lord Salisbury and his imperial and colonial policy. Students decide what each version claims about his attitudes and why Lord Salisbury is such an important figure in this period.</p> <p>Students divide into two groups: one to research the administration of India in this period and the other to do the same with Egypt.</p> <p>Students could create annotated timelines to show how the administration changed and the influences on these changes.</p>	<p>Research task and the brainstorm session give opportunities for stretch and challenge.</p> <p>Students could be given reading from A-level history journals to read.</p>	<p>Last year's notes.</p> <p>Suitable information sheets/textbooks on the development of the administration in Egypt and India.</p> <p>Guided reading.</p>

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Week 18		'Native Policy'.	<p>Students could read a variety of sources on British views of the peoples they conquered and their objectives in their management.</p> <p>Students might complete a table headed with different views of British governors to the indigenous populations with examples of persons and actions undertaken.</p> <p>Students review notes on India and its administration and then undertake a case study such as Lugard and 'Northern Nigeria' (1895– 1906) using a guided worksheet exploring issues like conflicting jurisdictions, laws and culture.</p> <p>Students draw up a sheet of advantages and disadvantages of indirect rule and of direct rule. Students then undertake case studies of 'native policy' in different parts of Africa and report back to group with handouts.</p>	<p>Students could be asked to consider whether we should judge the attitudes of the British imperialists by the standards of their own time or our moral values.</p>	<p>Suitable reading material to cover British views of the indigenous populations they governed.</p> <p>Guided worksheets and case study materials.</p> <p>Previous notes.</p>

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Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/ stretch and challenge opportunities	Resources
			<p>End discussion: 'There has never been a British Native policy, only a series of conflicting policies' (Lord Harlech 1941 report).</p> <p>Students to discuss the validity of this view.</p>		

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Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/ stretch and challenge opportunities	Resources
Week 19		International relations and colonial policy.	<p>Introductory PowerPoint with student worksheets Tory Foreign Policy, 1885–1890 and 1894–1906 and Liberal Foreign Policy, 1890–4 and 1906–14.</p> <p>Students could identify the key common and distinguishing features of foreign policy at this time and changes in policy.</p> <p>Discussion: How would these changes in policy influence colonial policy.</p> <p>Students then undertake a role play – a set of key events are given and students decide how they would react to the changes. Then the teacher reveals what actually happened afterwards. Students to record these changes on a table with headings for year, event, reactions and outcomes.</p> <p>Students to re-read the sources on Lord Salisbury and decide which version they think is the most accurate and why.</p>	<p>Discussion and role play will give opportunities for stretch and challenge.</p> <p>Good students may recognise that there may be a symbiotic relationship between the two policies.</p>	<p>Worksheet and PowerPoint.</p> <p>Suitable secondary reading material.</p> <p>Role play materials: characters, tables etc.</p>

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Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/ stretch and challenge opportunities	Resources
			<p>End discussions:</p> <ul style="list-style-type: none"> to what extent was Lord Salisbury really an ardent imperialist? to what extent did Liberals and Tories follow a consistent colonial policy? to what extent did international relations determine colonial policy or vice versa? 		

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Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/ stretch and challenge opportunities	Resources
Week 20	Trade and commerce.		<p>Review: What are the economic arguments for and against the development of empire?</p> <p>Students introduced to Chamberlain's concept of imperial preference in distinction to free trade.</p> <p>Students could review handouts from Week 2 and establish what raw materials were obtained from what parts of the empire a) before 1890 and b) between 1890 and 1914.</p> <p>Students might look at the list of new colonies established and each student to research how each one new colony was developed for trade and commerce, in what materials and with what success. Students to present findings to rest of class with short handout.</p> <p>Information sheet to be explained by teacher about economic changes in the pre-1890 'formal empire' and the 'informal empire'. Review of findings.</p>	<p>Students could be given more complex colonies to research, identify trends in the economic development of colonies or lead the discussion on the cost/benefit analysis.</p>	<p>Previous notes.</p> <p>Statistics on the costs and incomes of empire.</p> <p>Access to information on the new colonies acquired.</p> <p>Teacher information sheet on formal and informal empire.</p>

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Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/ stretch and challenge opportunities	Resources
			<p>Students could examine statistics on the population and wealth of each part of the empire and in a guided worksheet look at the costs and benefits of empire.</p> <p>End discussion: Was the growth of Empire between 1890 and 1914 a benefit or a burden to Britain?</p> <p>Would a largely 'informal' empire have been preferable to a 'formal' empire?</p>		

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Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/ stretch and challenge opportunities	Resources
Week 21	The role and influence on attitudes to empire.	Joseph Chamberlain; Cecil Rhodes.	<p>Brief teacher introduction: PowerPoint presentation with a brief overview of the lives of Chamberlain and Rhodes and the debates about their role.</p> <p>Students work in pairs: one to research Chamberlain’s role and influence and attitudes to Empire and one to research that of Cecil Rhodes using materials including extracts from their own writings and from historians. Students then to explain to each other what their person’s role, attitude and influence was. Students then move progressively into larger groups and compare their views of the two men.</p> <p>Students then split into two groups: the ones who researched Rhodes are not Chamberlainites and the others vice versa; and prepare a debate on which one had the greatest influence on the development of the British Empire.</p>	<p>Selection of pairs or role in creating the argument for debate could be used to stretch students.</p> <p>Discussion questions will certainly stretch students.</p>	<p>PowerPoint on Chamberlain and Rhodes.</p> <p>Packs of materials to enable the students to research the role, influence and attitudes of the two men.</p>

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Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/ stretch and challenge opportunities	Resources
			<p>Debate is held.</p> <p>Plenary discussions:</p> <ol style="list-style-type: none"> 1. Which person: Chamberlain, Rhodes, Salisbury, Gladstone or Disraeli, had the greatest influence on empire 1857–1914? 2. Do persons or other factors like economic and cultural changes most determine imperial policy or history generally? 		

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Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/ stretch and challenge opportunities	Resources
Week 22		Colonial administration.	<p>Students review notes on ‘native policy’ and direct and indirect government.</p> <p>Students use information sheets to build up a hierarchy of how the Empire was administered from the top (London) to the bottom.</p> <p>Students contrast these with the administration of Egypt and India. Guided teacher discussion leading to notes: what differences are there between the administration of different states and why?</p> <p>Students research the roles of the various post-holders within the structure of colonial administration with individual examples.</p> <p>Students read three modern extracts about the character of colonial administration and its strengths and weaknesses. The students are to evaluate the arguments in each and decide using their understanding of the historical context which of the three is the most convincing and why.</p>	Students could be directed to extended reading of academic historians?	<p>Information sheets.</p> <p>Previous notes.</p> <p>Suitable secondary extracts on colonial administration.</p>

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Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/ stretch and challenge opportunities	Resources
			<p>Students make notes from guided worksheets on the rise of dominions in this period; why this happened; and how this changed their administration with Governor Generals.</p> <p>Short test on work completed so far.</p>		

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Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/ stretch and challenge opportunities	Resources
Week 23	Imperialism.	Supporters and critics.	<p>Brainstorm session: what would the reaction be to empire of various social, religious and political groups in society, eg Socialists, Church of England, merchants, trade unionists?</p> <p>Students split into two groups to research individuals who supported imperialism and those like Hobson who criticised it and identify arguments and evidence that they produce.</p> <p>A table is then compiled comparing supporters and critics and matching their arguments, counter arguments and evidence.</p> <p>Students draw up posters in pairs: half the class to advocate imperialism and half to attack imperialism and to support their points by evidence.</p> <p>Plan around a possible essay concerning the reasons for either the growth of criticism of the Empire or the reasons for the dominance of supporters of the Empire in the period.</p>	Brainstorm session gives opportunities to stretch and challenge.	<p>Table template.</p> <p>Access to materials to facilitate research on supporters and critics.</p> <p>Guided reading.</p>

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Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/ stretch and challenge opportunities	Resources
Week 24		National efficiency.	<p>Teacher presentation on the concept of national efficiency and reasons for its development.</p> <p>Guided worksheet on the arguments to modernise the administration of the empire and to improve national efficiency and also actions and initiatives taken to improve national efficiency and create a 'Greater Britain'.</p> <p>Students could look at statistics about the lack of fitness of volunteers for the Boer Wars and then compare to those in 1914.</p> <p>Students asked to comment on the statistics.</p> <p>Students might look at two modern historians discussing the role of national efficiency on imperial policy and discuss which view they think is the most convincing and why, leading to brief notes on the issue.</p>	Students could be given further reading on the topic of 'Greater Britain' and national efficiency.	<p>Previous notes.</p> <p>Statistics on the fitness of volunteers in Boer War and the First World War.</p> <p>Guided worksheets.</p> <p>Teacher presentation.</p> <p>Suitable secondary reading on the debate.</p>

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Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/ stretch and challenge opportunities	Resources
Week 25		The British Empire and popular culture.	<p>Review of earlier notes on Disraeli and jingoism.</p> <p>Teacher presentation of the main arguments of how the Empire was used to influence popular culture.</p> <p>Students could be given headings to complete a table about the ways in which British Empire may affect popular culture.</p> <p>Students are ascribed one area of culture and empire research according to their interests. Some suggestions:</p> <ul style="list-style-type: none"> • maps 'paint the globe red' • poetry, eg Kipling • novels, eg John Buchan, Prester John • music, Elgar Land of Hope and Glory (1902) • clothing, English administrators and suits • exhibitions/ceremonials, eg Durbah 1911 • architecture, New Delhi (1911 on) • advertising and cheap packaging of household goods • museums, eg London national. 	Students could read suitable academic books about the role of the British Empire on popular culture or discuss Marxist theories of Social Control which they may know of through A-level Sociology or Politics.	<p>Teacher presentation.</p> <p>Table frame.</p> <p>Access to information to perform research.</p> <p>Student handouts.</p>

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Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/ stretch and challenge opportunities	Resources
			<ul style="list-style-type: none"> • museums & exhibits • Gentleman’s Clubs, eg Orient Club • art, eg Joy’s Death of General Gordon • Anthropology/ Ethnography • taxidermy and hunting. <p>Students report back to the rest of the group with a handout.</p>		

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Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/ stretch and challenge opportunities	Resources
Week 26		Representations of empire.	<p>Students could match extracts of contemporary sources with particular views of the Empire, eg Kipling’s poem in 1899, The White Man’s Burden.</p> <p>Once completed this can be checked and discussed, eg Kipling’s poem: the duty of the white man to help the development of other countries due to ‘cultural imperialism’ or moral philanthropy.</p> <p>Students compile a table of the various ways in which the Empire is represented and the influences and consequences they have eg consolidating domestic culture, engendering political support.</p> <p>Students might discuss questions related to the key issue of this part of the unit. How did the Empire influence British attitudes and culture?</p>	In the discussion, students with strong understanding can develop good arguing points about culture and empire.	Materials for the kinaesthetic exercise. Frame for table.

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Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/ stretch and challenge opportunities	Resources
Week 27	Relations with indigenous peoples.	Challenges to British rule.	<p>Students discuss the reasons why indigenous peoples would or would not want independence. Considerations of why different peoples or different groups within society would want to challenge British rule.</p> <p>Students could be given individual colonies (other than the Sudan and South Africa) to research the rise of resistance to British rule, outlining the form of resistance and methods adopted by the British to address the problems they posed.</p> <p>Students report back with handouts on their chosen colony.</p> <p>Teacher-led guided notes identifying the strategies taken by indigenous peoples and those of the UK government.</p>	Extra reading on the resistance to British rule.	<p>Access to information to perform research.</p> <p>Student handouts.</p> <p>Teacher-led guided notes.</p>

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Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/ stretch and challenge opportunities	Resources
Week 28		The Sudan.	<p>Review of notes from Egypt, the rise of Jihadism and Gladstone and Gordon.</p> <p>Students could read information sheets about Islam and discuss the aims and objectives of Muslim opponents of the British Empire.</p> <p>Students draw a flowchart of events from 1885 to 1898 to include: the recapture of Khartoum, the Fashoda Incident and the arrangement of areas of interest in 1899.</p> <p>Students could read two secondary extracts on the issues related to the recapture of the Sudan and the Fashoda incident. The students are to evaluate the arguments in each and decide which is the most convincing interpretation and why.</p>	Students could discuss comparisons between the Mahdi and modern Jihadists.	<p>Information sheets on Islam and Jihadism.</p> <p>Access to information to draw up flowchart.</p> <p>Suitable secondary extracts.</p>

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Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/ stretch and challenge opportunities	Resources
Week 29		The causes and consequences of the Boer War.	<p>Review of notes from Weeks 14 and 21.</p> <p>Map and statistics on the development of the Boer States, their populations and the discovery and output of gold and diamonds. Students discuss the statistics and their implication.</p> <p>Students could be given one aspect of events in South Africa to research eg, Jameson Raid; concentration camps; 1910 establishment of the Republic, and make presentations with handouts for the rest of the group.</p> <p>Discussion: Was the Boer War largely due to the behaviour of the Boers or the behaviour of the British?</p> <p>Students might answer source-based question from exemplar paper about Britain's policies in South Africa in the late nineteenth century.</p>	Students could be prompted to consider the issue of why the former rebels were prepared to come to a permanent imperial arrangement with the British in 1910.	Notes from previous classes. Map.

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Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/ stretch and challenge opportunities	Resources
Week 30	Review of AS course.		<p>Carry-over of any work not completed from previous weeks.</p> <p>Review of Part One work so far. Students to make notes in answer to general questions over the period.</p> <p>Why had the political system survived largely intact?</p> <p>What sort of economic and social change had taken place?</p> <p>Had living standards improved or worsened for the masses?</p> <p>Teacher-led class discussion: how do the answers to these questions link?</p> <p>Students might produce paragraph summary responses to each of the six key questions.</p>	<p>Students have opportunities in review sections to develop their holistic view of the course.</p> <p>Practice extract and essay questions.</p>	Student notes.

Part Two: Imperial Retreat, 1914 – 1967

Section One: Imperialism Challenged, c1914 – 1947 (A-level only)

Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/ stretch and challenge opportunities	Resources
Week 1	Revision.	Review work from Part One.	<p>Introduction; key terms: mandates, decolonisation, unilateral.</p> <p>Reminder: Theories of empire; theories of decolonisation.</p> <p>Mark up a map of the world to show the approximate population and area of the countries in the Empire in 1914. Colour code the map to show: population density; major religions; economic and industrial development; extent of control/freedom from London.</p> <p>Consider the population and area of the British Empire in 1947 and 1967. Students might draw up a list of all the factors that may have caused this change.</p>	Choice of online topics to research according to students' ability.	<p>Student notes from previous year.</p> <p>Map of world 1914 and maps of British Empire 1914–47.</p> <p>A3 World map.</p>

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Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/ stretch and challenge opportunities	Resources
			<p>Create second map of British Empire in 1919. Shade differently and add dates of independence:</p> <ul style="list-style-type: none"> • Dominions • Colonies • Protectorates • Mandates • 'India'. <p>Discussion: Compare to last year's map. What has happened to the British Empire over this time?</p>		

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Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/ stretch and challenge opportunities	Resources
Week 2	Expansion and contraction of empire.	The impact of the First and Second World Wars.	<p>Read three historians' views discussing reasons for the contraction of the Empire after the expansion of 1919.</p> <p>Students could note down the views and to consider them as they progress through the course.</p> <p>Impact of the First World War.</p> <p>Students compile list of key countries on sides in the war include: Britain, France, Germany, Italy, Russia, Austria-Hungary, Japan and Turkey.</p> <p>Identify German colonies. 'Turkish Empire' and territories.</p> <p>Compare this with mandated territories on map Students work in pairs and construct cards of all British mandates map; natural characteristics; when and how colonised; events during war; why given to Britain.</p> <p>Review session: German and Turkish cards exchanged.</p>	<p>Class discussion and debate.</p> <p>Further reading on the empire in the period 1914 to 1947 from history magazines or biographies.</p>	<p>Previous year's notes.</p> <p>Suitable extracts from academic historians.</p> <p>Guided worksheets and reference material for reading.</p>

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Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/ stretch and challenge opportunities	Resources
			<p>Read extracts from the Treaty of Versailles; establish similarities and differences; conditions of gaining mandates; historians' views of the impact of the First World War on British Empire.</p> <p>Students draw up balance sheet: 'Gains' and 'Losses' to British Empire, including financial, territorial and strategic.</p> <p>Impact of the Second World War.</p> <p>Students compile list of sides in the war and territories controlled.</p> <p>Students review earlier notes: What was the strategic importance of the Empire to Britain in terms of resources, why would the Empire be difficult to protect?</p> <p>Students research development of Singapore and Britain defence spending by service 1919– 39, and impact of the economic depression, 1929–39 and make notes.</p> <p>Extension: Why might Britain appease Hitler by not challenging his rearmament and seizure of territories, 1933–38?</p> <p>Worksheet on events in Africa and South East Asia.</p>		

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Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/ stretch and challenge opportunities	Resources
Week 3		The Mandates.	<p>Review: What is a mandate?</p> <p>What were the conditions on which mandates were given to Britain? Which other British Empire territories got mandates and why?</p> <p>Students could be shown a map with the various classifications of mandates and students decide what were the distinctions between Class A, Class B and Class C mandates. These are noted with the differing conditions for each.</p> <p>Students could be given a mandated territory and research its history: giving a map; previous history; chief economic and strategic importance; how governed; popular attitudes to Britain rule; when was independence granted and how.</p> <p>Other students could be given Saudi Arabia and the Arab states of the Persian Gulf to study similarly but with reasons why they were allowed independence or protectorate status. One could look at the treatment of Iran on the borders of formal and informal empire.</p>	<p>Students could be stretched and challenged by looking at the more complex history of the middle eastern territories which were not mandated.</p>	<p>Map of mandated territories.</p> <p>Access to research materials for the mandated territories.</p>

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Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/ stretch and challenge opportunities	Resources
			<p>Review session: Students present their findings and try to find common patterns, eg in which part of the world were mandated territories more quickly given independence? Why was this?</p> <p>Were there any common patterns in how independence was achieved?</p> <p>Was there a difference between Britain's mandates and the dominion's treatment of mandates?</p> <p>Final Discussion: Did Britain live up to its commitment in 1919 to the mandated territories? Students make notes on their opinions.</p>		

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Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/ stretch and challenge opportunities	Resources
Week 4		Withdrawal from India and the Middle East.	<p>Review previous notes.</p> <p>Students compile a poster to show divisions in India in the twentieth century: religion, ethnic groups, languages, direct and indirect rule and the number of states.</p> <p>Students might compile a timeline of the events in the breakdown of government in India.</p> <p>Students consider the question: how important were individuals in the Indian independence movement?</p> <p>Students could study profiles of Gandhi, Nehru and Jinnah and take a vote on which figure was the most significant.</p> <p>Vote to be taken again after research on Gandhi to see if views have changed.</p> <p>Guided worksheet: looking at the reasons for British withdrawal from India and assessing their significance.</p> <p>Different reasons include: changes in Indian society; the development of the</p>	<p>Students would be stretched and challenged in the plenary question and also could consider the issue of whether individuals or great trends dominate history.</p>	<p>Collating evidence from guided reading and sources.</p> <p>Three information sheets on Gandhi, Nehru and Jinnah.</p> <p>Guided worksheets</p> <p>Statistics and information sheet on partition.</p> <p>Résumé of the 1947 Indian Independence Act.</p>

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Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/ stretch and challenge opportunities	Resources
			<p>Congress Party; direct action; the role of individuals; actions by Britain’s ruling authorities.</p> <p>Students find an example in each category and assess how important each one was in building the pressure for independence.</p> <p>Students could be given a résumé of the 1947 Indian Independence Act and note down its chief provisions.</p> <p>Teacher-led discussion of the reasons for the decision to partition the India Empire at independence.</p> <p>Students might be given statistics on migration, deaths and a short information sheet on the process of independence in the Kashmir.</p> <p>Discussion: Students evaluate the decision to partition India.</p> <p>Students could compile a timeline of British withdrawal from the Middle East and read three historian’s views on the reasons for the withdrawal.</p>		

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Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/ stretch and challenge opportunities	Resources
			<p>Students make notes on each view and research them from textbooks to provide evidence and further explanation.</p> <p>Teacher-led discussion on the similarities and differences between the two withdrawals.</p> <p>Plenary: To what extent was Britain to blame for subsequent problems in the Indian subcontinent and the Middle East?</p>		

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Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/ stretch and challenge opportunities	Resources
Week 5	Colonial policy and administration in India, Africa and the Middle East.	Relations with the Dominions.	<p>Review previous notes from Weeks 17, 18 and 22.</p> <p>Three information sheets on colonial policy and administration in each of the areas could be provided.</p> <p>Students split into threes. Work through one of the information sheets and make their own notes on the process, causes and consequences of changes and then share and explain their answers to the rest of the group.</p> <p>Class based discussion on the changes which took place in the 1930s to establish common patterns.</p> <p>Students could write an answer to an essay question.</p> <p>Students could research the territories with dominion status in 1939 and their dates of gaining their status.</p>	The division of groups into three could allow the seeding of stronger students to provide stretch and challenge by helping weaker students.	<p>Previous notes.</p> <p>Three worksheets.</p> <p>Collating evidence from guided reading and sources.</p> <p>Newsreel of the 1931 Round Table Congress.</p>

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Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/ stretch and challenge opportunities	Resources
Week 6		The Statute of Westminster.	<p>Review previous notes from Week 22.</p> <p>Students discuss the development of dominions from 1867 and make guided notes on the creation of dominions not yet covered and the reasons for their creation (eg Ireland 1922).</p> <p>Students could read the Statute of Westminster (or a résumé) and note down the key provisions. Students might complete a table to show the position of each of the dominion countries towards the war against Germany in 1938 and 1939.</p> <p>Plenary: Why did the Irish decide not to support Britain in 1939?</p> <p>Why did many of the dominions decide to change their minds between 1938 and 1939 on the issue of war? (This may lead teacher guidance and input).</p> <p>Students to record the main reasons for this with evidence.</p>	Students could consider whether the decision to grant dominion status was purely based on racism.	<p>Copy of the Statute of Westminster.</p> <p>PowerPoint to illustrate the changing attitudes of the dominions between 1938 and 1939.</p>

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Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/ stretch and challenge opportunities	Resources
Week 7		Imperial defence.	<p>Review previous notes from week.</p> <p>Brainstorm session: How would the further expansion of Empire influence defence spending?</p> <p>Students might work through defence spending budgets in the 1920s and 1930s broken down by service. Students discuss and make notes on the evidence they give and what were Britain's priorities.</p> <p>Worksheet on major innovations in imperial defence and the dependency on dominions for imperial defence.</p> <p>Students could research for homework the details and reasoning behind the development of Singapore.</p> <p>Students look at three extracts on the importance of empire to the UK and to discuss which is the most credible and why.</p> <p>Plenary discussion: Without the Empire Britain would not have survived the Second World War undefeated?</p>	Students could lead the classroom debate about whether Britain could have survived the Second World War undefeated without the Empire.	<p>Defence spending tables for 1914–47.</p> <p>Worksheet on the major innovations in imperial defence.</p> <p>Three suitable extracts on the role of empire in foreign policy.</p>

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Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/ stretch and challenge opportunities	Resources
Week 8	The development of trade and commerce.	The economic impact of war.	<p>Review previous notes from Week 2.</p> <p>Students examine statistics on: imperial trade and 'profits of empire' the costs of war on Britain and the Empire make notes on the economic effects of the First and Second World Wars.</p> <p>Students research the ideas behind the 1934 Ottawa Conference and reasons for its failure.</p> <p>Plenary discussion: what would be the impact of the wars on imperial policies, eg, imperial defence, granting dominion status, etc.</p>	More able students or those also doing economics could be asked to lead the discussion on the impact of war.	Statistics on the 'profits of empire' and the economic impact of each war on Britain and the Empire, eg imports and exports, increased debts.

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Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/ stretch and challenge opportunities	Resources
Week 9	The role and influence on attitudes to empire.	Gandhi.	<p>Review previous notes from Weeks 4 and 5.</p> <p>Students could consider the implications of the following quotation and the reactions of Indians to it: “British brains and British money have transformed India. Thanks to improved sanitation, the development of transport and carefully thought-out relief work, famine has now virtually disappeared. To have conquered the menace of famine is a remarkable achievement for which India is wholly indebted to Britain”.</p> <p>Students explore the career of Gandhi from a variety of sources eg examine photos of Gandhi as a young lawyer and as a religious leader (and suggest reasons for the change) or Churchill’s quote (in full) about Gandhi in 1931, an account of satyagraha.</p> <p>Plenary: What was Gandhi’s role and influence on attitudes to empire:</p> <ul style="list-style-type: none"> • within India • within the Empire • within Britain? 	The discussion would give the opportunity for students to look at Peel’s wider political intentions with these policies.	Previous notes. Various sources about Gandhi, India and Britain

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Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/ stretch and challenge opportunities	Resources
Week 10		Colonial administration.	<p>Review previous notes from Week 22.</p> <p>Students might make notes on the impact of the 1925 separation of the Colonial Office into two departments: for the Dominions and the Colonies, eg the rise of 'trusteeship'.</p> <p>Worksheet on the problems of governance and divisions of opinion about the future of the empire.</p> <p>Students could read three modern extracts on the issues of colonial administration in the inter-war period; evaluate the arguments in each and decide, using their understanding of the historical context, which of the three is the most convincing and why.</p>	Students could read George Orwell's short story 'Killing an elephant' describing the role of the district officer.	<p>Previous notes.</p> <p>Table grid.</p> <p>Worksheet.</p> <p>Suitable academic interpretation on colonial administration.</p>

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Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/ stretch and challenge opportunities	Resources
Week 11	Imperialist ideals.	Popular culture.	<p>Review previous notes from Week 25.</p> <p>Brainstorm session: In what ways did the Empire inter-relate with popular culture?</p> <p>Students could look at the role of empire in various aspects of culture such as:</p> <ul style="list-style-type: none"> • education • the arts, eg cinema (The Four Feathers) • literature • packaging – eg camp coffee • royal visits • postage stamps • 1922 Empire Exhibition • Empire Day. <p>Students report back to the rest of the group on their area with a short handout.</p> <p>Guided worksheet on attitudes to empire.</p>	Students could be asked to introduce a discussion on popular culture and the Empire.	Worksheet. Access to information for the student presentations.

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Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/ stretch and challenge opportunities	Resources
Week 12		Representations of empire.	<p>Review previous notes from Week 26.</p> <p>Students could be given extracts or reviews of key texts on the topic, eg, Said or Cannadine and 'ornamentalism'.</p> <p>Students might work through various sources containing representations of Empire, eg Gandhi's rejection of clothing as part of the representation of Empire; Orwell's view of empire or E M Foster, A Passage to India.</p> <p>Plenary teacher-led discussion: how was the Empire viewed in the 1920s and 1930s?</p> <p>Students make guided notes.</p> <p>Students consider: In the first half of the twentieth century, for most British people the Empire was a source of national pride.</p> <p>Practice essay question.</p>	Students will be able to lead the discussion about representations of the Empire.	<p>Previous notes.</p> <p>Collections of sources containing representations of empire.</p> <p>Appropriate extracts from academic historians discussing representations of empire.</p>

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Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/ stretch and challenge opportunities	Resources
Week 13	Relations with indigenous peoples.	Protest and conflict.	<p>Review previous notes from Week 27.</p> <p>Students could draw a diagram to show the causes of protest and conflict between the British and the indigenous peoples.</p> <p>Students work through case studies of protest and conflict (but not independence) in instances other than those (like India and Palestine) already considered. Focus on aims and objectives of protest groups, methods used, the British reaction and reasons for success/failure. Students might make presentations with handouts on their case study.</p> <p>Students could identify common patterns according to the headings given and construct a table with the same headings to reflect this.</p>	Students could be encouraged to read histories of individual colonies and the development of their protest movements.	<p>Frame for diagram.</p> <p>Case studies or access to information to undertake their own research for case studies.</p>

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Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/ stretch and challenge opportunities	Resources
Week 14		Colonial identity.	<p>Brainstorm: Students could discuss the various cultural inputs there would be in any colony and how these might influence society.</p> <p>Students might watch a short presentation on the idea of cultural identity.</p> <p>Students could work in pairs for two weeks given a colony or dominion to look at and establish what characteristics each one has. Students to consider inputs (such as religion, migrant groups, language, strength of culture of indigenous populations), the growth/ development of a colonial literature and/or music and the consequences of these developments. Students make presentations of their findings with handouts to the rest of the group and students try to identify and make notes on common trends, eg in what cases does migrant culture tend to dominate the new culture; in what areas does the indigenous culture tend to have</p>	Students could be given more complex colonies to research or work in appropriate pairs.	<p>Access to appropriate sources on colonial identity.</p> <p>Student handouts.</p> <p>Guided reading.</p>

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Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/ stretch and challenge opportunities	Resources
			<p>greatest influence on colonial identity; which colonies tended to retain the greatest common cultural characteristics with Britain and why.</p> <p>Plenary discussion: What will be the impact of increasing colonial identity on the survival of Empire?</p>		

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Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/ stretch and challenge opportunities	Resources
Week 15		The development of nationalist movements.	<p>Review previous notes from last week.</p> <p>Students could look at the development of nationalist movements in the colony studied examining: their chronology to 1947; reasons for their development; ideologies and the ways in which the British dealt with them.</p> <p>They then exchange their findings with their class with handouts identifying common features. Summary chart made of findings.</p> <p>Teacher-led class discussion: did the British system of trusteeship and educating the elite of the indigenous populations sow the seeds of the destruction of the Empire?</p>	Working in groups gives opportunities to extend the brighter students.	<p>Student-devised PowerPoint presentations and handouts.</p> <p>Summary chart to complete to collate material from presentations.</p>

Part Two: Imperial Retreat, 1914 – 1967

Section Two: The Winds of Change, c1947 – 1967 (A-level only)

Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/ stretch and challenge opportunities	Resources
Week 16	Decolonisation in Africa and Asia.		<p>Review session of Part One.</p> <p>On a map students might mark colonies given independence and dates.</p> <p>Brainstorm session: what reasons are likely to explain this trend?</p> <p>Is there any common feature of the territories which remain in the empire in 1967?</p> <p>Students could research particular causes of decolonisation by looking at evidence which prompted them, eg Accra Riots, 1948 and the Hola Prison Camp in 1959 and report back to the group about the cause and how the evidence supports this view.</p>	<p>Students could be encouraged to do further reading on the end of empire from A-level magazines.</p>	<p>Maps of the Empire 1947 and 1967.</p> <p>World map.</p> <p>Student presentations and handouts.</p> <p>Kinaesthetic exercise materials.</p>

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Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/ stretch and challenge opportunities	Resources
			<p>Students might look at areas of the Empire which were given independence at the same time (eg 'West Indies', c.1963) and report back to the group the timing and reasons for the granting of independence with a handout.</p> <p>Discussion and note making.</p> <p>Students could be given a reason for decolonisation on one coloured card and explanations and evidence of that reason in a different coloured card. Students match the reasons with the right explanations and put them in rank order.</p> <p>Students compare their results and justify their answers.</p> <p>Students could prepare or write answers on an essay on British withdrawal from Africa.</p>		

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Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/ stretch and challenge opportunities	Resources
Week 17	British colonial policy and administration.	The Suez Crisis and its impact.	<p>Review previous notes from Weeks 11, 17 and 28.</p> <p>Students could discuss reasons for the need to keep the Suez Canal strategic, for 'East of Suez' or economic, for profit.</p> <p>Students read information sheet explaining the background to the Crisis and highlight the key points.</p> <p>Students might create a flowchart to show how the events of the Suez Crisis followed on with annotated links.</p> <p>Students could do a role play exercise based on the flowchart and helped by information sheets on the key players: Nasser, Eden, Eisenhower, Mollet, Dayan and Khrushchev.</p> <p>Plenary discussion leading to student notes: Why did the British and French have to back down over the Suez Crisis?</p> <p>What were the long term consequences of the Suez Crisis for the rest of the Empire?</p>	Students could watch appropriate YouTube clips about the Suez Crisis.	<p>Previous notes.</p> <p>Information sheets on the Suez Crisis.</p> <p>Flow chart frame.</p> <p>Guided reading.</p>

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Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/ stretch and challenge opportunities	Resources
Week 18		International relations.	<p>Review previous notes from Week 2.</p> <p>Students could watch a video or a teacher presentation about the main trends in international relations between 1947 and 1967.</p> <p>Consider the Cold War and Macmillan’s interest in a ‘special relationship’ with Kennedy and timing of decolonisation.</p> <p>Teacher-led discussion: how would these factors lead to pressures being placed upon Britain to give up its empire?</p> <p>Students might make a spider diagram of how factors in international relations affected the British Empire.</p> <p>Plenary session: to what extent were factors connected to international relations the main reason for decolonisation. Students to make notes on their views at the end of the discussion.</p>	<p>There are many excellent A-level magazine articles about international relations and empire after 1947.</p> <p>Plenary session will stretch the most able students.</p>	<p>PowerPoint/video about international relations between 1947 and 1967.</p> <p>Frame for spider diagram.</p> <p>Outline sheet for table.</p>

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Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/ stretch and challenge opportunities	Resources
Week 19		The Commonwealth.	<p>Students could consider the definitions of an Empire and a Commonwealth and note down the differences between the two.</p> <p>Students review notes from Week 6.</p> <p>Teacher PowerPoint on the Commonwealth’s development and roles.</p> <p>Students might create hierarchy of how the Commonwealth works and what powers it has.</p> <p>The Commonwealth in action: students could complete an annotated timeline of events in which the Commonwealth played a role based on information sheets/text books eg on apartheid and South Africa in 1961.</p> <p>Plenary: How useful is the Commonwealth?</p>	Students could be encouraged to think about the wider uses of the Commonwealth, eg as a forum bringing together rich and poor states.	<p>PowerPoint about the Commonwealth.</p> <p>Outline sheets for hierarchy and timeline.</p>

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Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/ stretch and challenge opportunities	Resources
Week 20	Trade and commerce.	Post-war reconstruction.	<p>Review previous notes on trade and commerce (Week 8).</p> <p>Discussion: the reasons why reconstruction in the empire was needed after the war, eg destruction of assets, need to make empire prosperous to encourage its continuation, etc.</p> <p>Students could be given résumés of the Colonial Welfare and Development Acts of 1940 and 1945 and make their own notes on the details.</p> <p>Students might be given individual initiatives to study, eg Ground Nut Scheme in Tangyanika; Jamaican Branch of the University of the West Indies; development schemes in Southern Africa, etc; one student to study the Kariba Dam scheme undertaken by semi-independent members of the Empire.</p>	Choice of research topics could give opportunities for stretch and challenge.	<p>Student-devised PowerPoint presentations and handouts.</p> <p>Summary chart to complete to collate material from presentations.</p>

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Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/ stretch and challenge opportunities	Resources
			<p>Review session: What were the benefits of the schemes and what were the failures and their causes? Contrasts between 'post war reconstruction' schemes and the Kariba scheme can be drawn.</p> <p>Plenary: How effective was post-war reconstruction?</p>		

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Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/ stretch and challenge opportunities	Resources
Week 21	The role and influence on attitudes to empire.	Nationalist leaders, colonial administration.	<p>Students review previous notes from Weeks 10 and 22.</p> <p>Brainstorming session in groups: What are likely to be the attitudes and policies of nationalist leaders and colonial administrators? These can be written up on an A3 sheet and put on display for students to discuss.</p> <p>Students could be split into pairs studying individual countries and their nationalist leader and their colonial administrators, eg Nkrumah, Maxwell-Burns and Arden-Clarke in Ghana; Obote, Cohen and Crawford in Uganda (exclude Kenya, Malaya, Rhodesia and Nigeria which are dealt with elsewhere).</p> <p>They are to look at the education, positions and ideologies of each person. Students to decide upon the role, influence and attitudes of these persons.</p> <p>Pairs then explain what they have found out to their partner and combine their presentations accordingly.</p>	The choice of students in each pair gives room for able students to lead the discussion.	<p>Previous notes. Worksheets.</p> <p>A3 display sheets and marker pens.</p> <p>Access to information on the leaders and administrators.</p> <p>Student handouts.</p>

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Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/ stretch and challenge opportunities	Resources
			<p>Students in pairs to make presentations of their research with handouts.</p> <p>Students should keep these safe for re-use in Week 25.</p> <p>Teacher-led discussion and notes made to identify general patterns on the role, influence and attitudes of these persons in development.</p> <p>Plenary question: Which figures had the greatest influence on the development of the states during the period, 1947–67, was it administrators or nationalist leaders?</p>		

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Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/ stretch and challenge opportunities	Resources
Week 22	Post-colonial political, economic and cultural ties.	Migration.	<p>Students could look at migration figures into and out of Britain between 1947 and 1967 broken down by countries of origin or destination.</p> <p>Identify patterns in the migration of persons to Britain and produce cards on particular migration strands, eg Ugandan Asian migration to Britain (to 1967); migration of ex-colonial administrators to Britain; identify push and pull forces, and decide which was the stronger.</p> <p>Students pass the cards around the class and compile a list of key migration patterns and whether 'push' or 'pull' factors predominated.</p> <p>Students might watch an appropriate video about migration into Britain and the problems faced by migrants.</p> <p>Students could be given a résumé of the 1962 Commonwealth Immigrants Act and the Race Relations Act of 1965. Note down the key features of each act and think through the reason for the acts and their impact.</p>	Stretch and challenge can be achieved by the selection of students to appropriate migration strands.	<p>Previous notes.</p> <p>Suitable video on migration.</p> <p>Statistics on migration.</p> <p>A4 blank Cards.</p> <p>Information sheet on the two acts of parliament.</p>

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Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/ stretch and challenge opportunities	Resources
Week 23		The residual impact of empire.	<p>Students could create two spider diagrams to show the ways in which the Empire had an effect on pre-1947 Britain and on pre-1947 colonies.</p> <p>Students discuss the current impact of Empire on Britain now; this could be prompted by the teacher with thoughts like: the existence of anti-European parties; the existence of strong ethnic ties between Britain and former territories in the Empire.</p> <p>Students complete a worksheet exploring the residual impact of empire in 1967 on politics, economics and attitudes to ethnicity in society. Students might be given three historians' views on the residual impact of empire by 1967.</p> <p>Evaluate the arguments in each and decide using their understanding of the historical context which of the three is the most convincing and why.</p>	Student reading of suitable political histories of the period.	<p>Frame for spider diagrams.</p> <p>Worksheet on the impact of empire.</p> <p>Suitable historians' interpretations.</p>

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Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/ stretch and challenge opportunities	Resources
Week 24		Popular culture.	<p>Review previous notes from Week 11.</p> <p>Students might research one elements of popular culture which is connected to empire. The students to an extent can choose their own areas provided that there is no overlap.</p> <p>Examples could include sporting links, cuisine, literature, clothes, drugs, television and music. Students should evaluate the scale of the impact of these changes.</p> <p>Presentations made by students with handouts to the rest of the group.</p> <p>Plenary session reviewing the last three weeks in particular, a teacher-led discussion of a core question: how did the Empire influence British attitudes and culture between 1947 and 1967? Over the whole period of the course?</p>	Student reading the presentation gives opportunities for stretch and challenge.	Student-devised PowerPoint presentations and handouts.

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Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/ stretch and challenge opportunities	Resources
Week 25	Relations with indigenous peoples.	Challenges to colonial rule in Africa and Asia.	<p>Review previous notes from Weeks 15 and 21.</p> <p>Brainstorming session: using previous notes, students could identify the reasons for the challenges to colonial rule in Africa and Asia both from internal and external influences.</p> <p>Students resume their presentations from Week 21. Now look at the actions their subjects took in the lead-up to independence in their states and report back with handouts.</p> <p>Students could be given three extracts on this topic and attempt a question on challenges to British rule between 1947 and 1967.</p>	The choice of groups and persons to do activities will naturally allow stretch and challenge.	<p>Previous notes.</p> <p>Student handouts.</p> <p>Access to appropriate information to complete research task.</p> <p>Suitable extracts for the question.</p>

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Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/ stretch and challenge opportunities	Resources
Week 26		Mau Mau.	<p>Review previous notes from Weeks 21 and 25.</p> <p>Students might undertake this as a case study as independent learners as they are now reaching the end of the course.</p> <p>Students are provided with a PowerPoint introduction on Kenya’s history and the Mau Mau.</p> <p>Students research: Causes, both general and local; ideologies; methods adopted by the rebels; description of a Mau Mau attack; reactions to Mau Mau; eventual settlement; consequences of the Mau Mau uprising.</p> <p>Plenary session: Students are chosen at random to introduce one part of the study. Teacher-led discussion to ensure that full and accurate notes are achieved.</p>	An independent study allows full range for stretch and challenge.	Previous notes. PowerPoint introduction.

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Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/ stretch and challenge opportunities	Resources
Week 27		The growth of nationalist movements and reactions to them.	<p>Review of Week 21 notes.</p> <p>Students look at two case studies: Nigeria and Malaya and create a wall display for each showing:</p> <ul style="list-style-type: none"> • geographic position • ethnic composition • various challenges to colonial rule, leaders, beliefs and actions • responses of the British government to each kind of challenge • chronology • brief details of independence solution. <p>Students look at each other's displays and make notes and draw comparisons between the two.</p>	Extracts of views from modern academic historians on Nigeria and Malaya's history could be read usefully.	<p>Materials for wall display and access to information.</p> <p>Summary chart to complete and collate material from presentations.</p>

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Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/ stretch and challenge opportunities	Resources
Week 28		Rhodesia.	<p>Review previous notes on Weeks 16, 26 and 27.</p> <p>Students could create an annotated time line of key developments in the situation in Rhodesia from the foundation of the colony to 1967, including the formation of independence groups and the expulsion of neighbouring South Africa from the Commonwealth or its apartheid policy in 1961.</p> <p>Students might create a 300 word introduction to a 'Lonely Planet' guide of 1965 (pre UDI) explaining Rhodesia's economy and society to outsiders.</p> <p>Students could be split into four groups: one representing the white settlers; one the indigenous population; one the nationalist movements and the last British government. They are given factsheets about their background and beliefs and actions to 1965 and a definition of UDI.</p>	Guided reading.	Information sheets or sections from text books on the development Rhodesia.

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Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/ stretch and challenge opportunities	Resources
			<p>Each group is to draw up a briefing paper outlining how they wish the colony to proceed in 1965 and how they justify this and what actions they intend to take to achieve these aims.</p> <p>Students could look at the outcome in 1967 and decide which was the most important reason why this happened. Examples of ideas could be given to students, eg the weakness or the strength of any individual group.</p> <p>Students might write a short essay explaining why Rhodesia became an independent white-controlled state in 1965.</p>		

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Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/ stretch and challenge opportunities	Resources
Week 29	Review of 1947-67.		<p>Review of the changes in the Empire between 1947 and 1967.</p> <p>Revision of course: students to review the changes between 1857, 1890, 1914, 1947 and 1967 and identify the key changing points in each period.</p> <p>Discussion: Students start to suggest the major changes in the Empire over the period and suggest reasons for them.</p>	More able students will be able to see the major changes and their causes.	<p>Previous notes.</p> <p>Stimulus PowerPoint.</p>

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Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/ stretch and challenge opportunities	Resources
Week 30	Review of whole course.		<p>Teacher-led discussion on the issues raised by the whole course based around the key learning objectives of the course.</p> <p>Students could create charts to summarise the various developments across the whole period, 1857–1914.</p> <p>Practice exemplar exam-style questions.</p> <p>Students might produce paragraph summary responses to each of the six key questions.</p>	<p>Further questions could be asked:</p> <p>to what extent was the British Empire ever really sustainable after rival developed states overtook Britain’s economic strength?</p> <p>Was it external or internal factors which led to the end of the British Empire?</p>	<p>Previous notes.</p> <p>Guided reading.</p>