# Scheme of work

**Introduction**

## 2AC Britain: Migration, Empires and people

This resource gives you one example of a scheme of work for teaching the Britain: Migration, Empires and people thematic studies topic from our GCSE History specification (8145). It is intended as a guide only and not as a prescriptive approach.

At AQA we are committed to increasing the number of diverse voices within our materials. Working with subject experts we have reviewed our existing resources and made some changes. These changes will support our customers in delivering our current specifications in a way that maximises opportunities for breadth, diversity and inclusivity in the curriculum as well as improve the accessibility of our resources.

Assumed coverage

This scheme of work is intended for 30 classroom lessons, each of one hour. It doesn’t include homework learning time, but does include revision and assessment lessons.

This Thematic study give students a coherent understanding of change and continuity across a long sweep of history and demand the ability to primarily apply and explain second order concepts such similarity, difference and significance (AO1 and 2), as well as the evaluation of sources (AO3).

However, it is worth considering the **different challenge of teaching the subject content** over three eras of time: medieval, early modern and modern. It raises questions about the level of detail required by options which cannot be approached as depth studies.

* The starting point will always be the **specification** **content** which precisely and exactly defines the history which must be covered and the content which forms the basis of questions set in the exam.
* The thinking behind these Thematic studies is organised conceptually around the seven **factors**. These are listed as bullet points and for the Migration, Empires and the people option, include war, religion, government, economic resources, science and technology, ideas such as imperialism, social Darwinism and civilisation, and the role of the individual. It is helpful to identify these factors throughout the teaching of the long narratives of history as they give form and structure to understanding how and why change occurred and whether they brought progress, and the significance of the change(s).
* It is helpful to provide a conceptual framework – three strands or elements – which help students organise their learning. The nature of the History determines how and when the three strands interact and overlap, but when expressed separately they convey the core ideas which inform the course and its teaching.

**Historical change - The causes and consequences (ie impact) of:**

**Strand 1: The Development of Empires**

**Strand 2: The loss of Empires**

**Strand 3: Migration and settlement**

With an emphasis on Strand 1, these three interact and enable students to gain an understanding of how the identity of the people of Britain has been shaped by their interactions with the wider world.

**Assessment**

Assessment points in the learning activity column indicate possible assessment opportunities. These could be short tests of about ten minutes (exam-style questions, short factual tests, source evaluation) or longer assessments (exam-style questions).

Question 1 (AO3) tests utility and students should be given opportunities to consider sources against the 3 elements of **provenance, content** and then apply their **knowledge** of the historical context.

Questions 2,3 and 4 test significance, similarity and factors (given above) which might explain cause and consequence. Examples where these can be practised are suggested throughout this scheme of work,

In the case of resources, research exercises will assume students have access to a textbook(s) and/or internet. Textbook may be supplemented by other sources for comparison.

**Building Diversity**

This Thematic study offer more scope to build greater diversity into your curriculum, for example:

* trade, Empire, colonisation and decolonisation
* the role of the trade in enslaved Africans in the development of Britain
* migration, how it has changed England/Britain/the UK, and the experiences of different migrant and refugee groups throughout history.

**Resources**

Research exercises assume students have access to a textbook(s) and / or the internet. You can supplement textbook(s) by other sources**,** such as some recent additions:

* [Our Migration Story](https://www.ourmigrationstory.org.uk/): Our Migration Story presents the often untold stories of the generations of migrants who came to and shaped the British Isles, from AD43 all the way up to the present day
* [England’s Immigrants, 1330-1550 - The National Archives](https://www.nationalarchives.gov.uk/education/resources/englands-immigrants-1330-1550/): The National Archives have produced a database that reveals evidence about the names, origins, occupations and households of foreigners who chose to live and work in England in the era of the Hundred Years War, the Black Death and the Wars of the Roses. Along with the University of York, they have also produced teaching resources to support the teaching of British immigration in the middle ages and early Tudor period.

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**Part one: Conquered and conquerors**

**Lesson 1**

**Topic**

Course overview

**Learning outcomes**

* Students should begin to engage with the three strands of this Thematic study (see introduction for further guidance.)
* Students will learn all the main features of the course in a single lesson overview. The aim of this lesson should be to compose a visual display of all the important features of the rest of the course.
* This activity allows students to look through the textbook and research the whole course, to engage their interest.
* The complete timeline serves as a reference point and revision aid as the course progresses. It will attract the interest of future students as well.

**Possible teaching and learning activities**

* Consider the meaning of the terms ‘migration’ and ‘Empire’.
* Produce a classroom timeline.
* Prepare a table which will help students match the history to the three strands of Development of Empire, the loss of Empire, and Migration and settlement.
* Individual or pairs of students are given an image of a suitable size for later display, with each image depicting a key event or individual from the specification content. Students should use the textbook or internet to locate the subject of the image they have been given and write a brief (50–75 word) explanation of its importance to either migration of people and/or the development of the Empire.
* Students can be involved in a summary exercise where they explain what their image is and why it’s important, to the rest of the class.

**Resources**

* About 30 images or short text contemporary sources selected from the main textbook(s) or internet.
* Wall space, marked out with a timeline over 1,000 years, divided into four parts – medieval (conquered and conquerors), early modern (looking west), 19th century (expansion and Empire) and modern (Britain in the 20th century).
* Some extra, possibly more complex, sources are needed, depending on the mix of abilities in the class and the speed with which they work. It is good to have some images that are not from the textbook that require internet research.

**Lesson 2**

**Topic**

Invasion

**Specification content**

* Vikings and Anglo-Saxons
* Reasons for Viking invasion

**Learning outcomes**

* Strands 1 and 3: Viking migration, and the origins of Cnut’s North Sea Empire in lesson 4.
* The focus is causation - the reasons for the Viking invasion. Students will need to know who the Vikings were.
* It’s useful for the teacher to bear in mind that after three lessons the students will be focusing on the impact of the Vikings, so in the class discussion, observations and questions may be directed at this later.

**Possible teaching and learning activities**

* Enquiry question: why did the Vikings invade Britain in the 9th century?
* Show an artist’s impression of the Viking raid on Lindisfarne in 793, with most of the picture covered up. Slowly reveal the image, asking students to infer the following from the image:
* what’s happening here?
* who is being depicted?
* when did this event take place? What questions should we ask about the image?
* Explain that the attackers are Vikings and the people being attacked are Anglo-Saxons.
* Students will gain an understanding of the initial methods of the Vikings.
* Split the class in two. Half will research Anglo- Saxons, half will research Vikings. They will fill in a fact-file based on the following:
* where did they come from?
* what were their key beliefs?
* strengths
* weaknesses
* one interesting fact.
* Class discussion: why did the Vikings invade Britain? Why was Britain a tempting target for the Vikings to invade in the 8th century?
* Arrange students in pairs: one makes notes on Vikings, one makes notes on Anglo-Saxons. There is an opportunity to explore, for the first time, the impact of migration and invasion on the existing peoples – a recurring theme.
* One will teach the other about the society that they have researched and vice versa. Bullet point reasons that answer the question ‘why did the Vikings invade Britain in the 9th century?’ (eg competition for scant resources, population growth, seeks portable wealth, tribute, ransom, land, producing a pattern of trade and raid). Students begin to consider the ‘factors’ terminology (page 24 of the specification).

**Resources**

* Google ‘artist’s impression of invasion of Lindisfarne’.
* Textbook(s)
* Web links:
* [Loot: Why the Vikings Came to Britain](http://www.bbc.co.uk/history/trail/conquest/viking/loot_03.shtml).
* [The Anglo-Saxons](http://www.bbc.co.uk/history/ancient/anglo_saxons/saxons.shtml).
* [Making peace: Scandinavian migrants](http://www.ourmigrationstory.org.uk/oms/making-peace-scandinavian-migrants-in-the-reign-of-king-alfred) [and King Alfred's 'fyrd.'](http://www.ourmigrationstory.org.uk/oms/making-peace-scandinavian-migrants-in-the-reign-of-king-alfred)

**Lesson 3**

**Topic**

Invasion

**Specification content**

* Creation of the Danelaw
* Alfred and Wessex

**Learning outcomes**

* Strand 3: Migration and settlement; remind students they are still tracing.
* Strand 1: The development of Cnut’s North Sea Empire.
* This is a good opportunity to consider the significance of King Alfred and the extent to which he was significant in the development of English identity. Events during his reign eg Danelaw and his successors contribute to an understanding of the impact of the Vikings and the interaction with peoples already settled in England at that time.

**Possible teaching and learning activities**

* Enquiry question: was Alfred Great?
* Recap: show students a portrait of Alfred the Great. Students study the portrait closely and discuss:
* who is this?
* what was his importance?
* is this a positive or negative depiction?
* when was he alive?
* when was it drawn?
* Textbook research and answer questions around Viking settlement in Britain, Danelaw, Alfred’s actions and his achievements.
* Class discussion about the ‘greatness’ of King Alfred.
* Students begin to engage with the concept of significance and what it means in this context.

**Resources**

* Google ‘portrait of Alfred the Great’ by John Faber Sr (1712).
* Textbook

**Lesson 4**

**Topic**

Invasion

**Specification content**

King Cnut, Emma of Normandy and the North Sea Empire.

**Learning outcomes**

* Strands 1 and 3: The development of the North Sea Empire and the impact of migration. How were perceptions of identity changing at this time?
* It’s important for students to understand that during the reign of Cnut, England was a part of a greater Empire.
* It is an opportunity to consider the role Emma of Normandy played in Cnut’s North Sea Empire.
* Consequence, as a second order concept, is at the heart of this lesson. In studying the impact of the Vikings on Britain, students are bound to mention aspects such as the death and destruction, marriage, language, trade, settlement, urban development, political change, Viking settlement and industry (pottery, metals) and religion#

**Possible teaching and learning activities**

* Enquiry question: what impact did the Viking invasions have upon Britain?
* In the first part of this lesson, students piece together and relate evidence on cards to compose an answer to the puzzle/question, ‘how was Cnut able to establish a North Sea Empire?’ In this they are guided by a family tree/diagram sheet/timeline.
* Reflecting on Cnut’s reign and the broader knowledge and understanding gained from the previous two lessons, students tackle the main enquiry question about the impact of the Viking invasions upon Britain.
* Students should plan and write a short essay in order to answer the question. Paragraph one will be about the physical effects of Viking raids and settlement. Paragraph two will be about their cultural impacts.
* Fact file presentation: why was Emma of Normandy important? Students can explore the importance of her marriages in the study of Empire at this time.

**Resources**

* Textbook
* Royal family tree/diagram sheet Timeline.
* 24-card sort ‘jigsaw of evidence’, extracts relating to Emma of Normandy, Aethelred, Maldon and St Brice’s Day.
* [Viking invaders and settlers](http://www.bbc.co.uk/education/clips/zp697ty).

**Lesson 5 and 6**

**Topic**

A Norman kingdom and ‘Angevin’ Empire

**Specification content**

* Relationship between England and France
* Henry II

**Learning outcomes**

* Strand 1: The development of Norman and Angevin Empires.
* Strand 2: The loss of the Viking Empire created by Cnut.
* Strand 3: The impact of Norman settlement.
* Students will need a brief explanation about how, after the Norman conquest, Henry II came to power. While the focus is on Henry II, students will need some context to understand the way England became part of a Norman Empire. Consider:
* how the Empire came into being – through inheritance and conquest
* relations with France.

**Possible teaching and learning activities**

* Fact file: a chronology to show the disputed succession for the throne following the death of Edward the Confessor.
* Enquiry question will be, ‘why was there an Angevin Empire?’
* Students complete a worksheet to establish the reasons for Henry II’s ‘Empire’ and the reasons he was able to maintain it.
* Students should discuss the concept of ‘Empire’ at this time. How has their understanding of Empire changed since the first lesson? Which ‘factors’ have played a role in the developing relationship between England and neighbouring Empires? Was ‘war’ always the main factor?
* Class discussion: how had the role and status of Anglo-Saxons changed at this time?

**Resources**

* Textbook
* Worksheet
* Map of Angevin Empire under Henry II.

**Lesson 7**

**Topic**

A Norman kingdom and ‘Angevin’ Empire

**Specification content**

* Invasion of Ireland
* Losses under King John

**Learning outcomes**

* Strand 2: The loss of Empire.
* The main focus of this lesson should be about the reasons – short and long term (eg murder of Arthur or Henry II’s decision to divide his possessions) – for the loss of Empire under King John.

**Possible teaching and learning activities**

* The enquiry question here is, ‘why did the Angevin Empire collapse?’ What were the main factors which played a part in this?
* Students complete a spray diagram that focuses on the enquiry question. This should consider the interaction and influence of family, the nobility and government, France and Ireland in bringing about the collapse of the Angevin Empire.
* Discussion: what were the similarities between the Empire of Cnut and the Angevin Empire?
* Students consider the significance question and apply it the Angevin Empire.
* Sources exercise – consider how useful selected sources are when studying the impact of King John. Test against provenance and contextual knowledge.

**Resources**

* Textbook
* Large A3 diagram sheet.
* Background to King John.
* Further background to King John’s reign.
* Web link:
	+ [How was Henry II able to hold the](https://www.youtube.com/watch?v=motyhSKRjOQ) [Angevin territories, and King John](https://www.youtube.com/watch?v=motyhSKRjOQ) [not? Dr. Emma Cavell](https://www.youtube.com/watch?v=motyhSKRjOQ).

**Lesson 8**

**Topic**

The birth of English identity: The Hundred Years War and its impact on England’s further development

**Specification content**

As above.

**Learning outcomes**

* Strand 1: The development of identity.
* It can be helpful to view or review a series of maps showing how the Angevin Empire changed over time: from Henry II’s time, King John’s time (1214), the beginning of the Hundred Years War (1360) and end of the Hundred Years War (1453).
* The 13th century may be seen as a time in which an English identity emerged.

Students need to understand why England and France were at war and the results of the conflict. Students will realise that there were various phases to the war: 1333–60, 1369–89 and 1399–1453.

**Possible teaching and learning activities**

* Students will analyse a model answer about the causes of the war to construct a diagram to identify and explain the causes of the Hundred Years war. Which factors played crucial roles – encourage students to revisit the ‘factors’ terminology on page 24 of the Specification.
* Enquiry question: how successful were the English in the Hundred Years War?
* Timeline of key events.
* Students use the textbook to explain the short term and long term impacts of the Hundred Years War. Students can then discuss and think about how to answer ‘significance’ style questions.

**Resources**

* Textbook
* Internet research Timeline
* Map sequence across time Sample answer.
* Account of Agincourt.
* Web link:
	+ [10 Henry V Battle of Agincourt 1](https://www.youtube.com/watch?v=uBH4hyiF1Lo) [(1415 AD)](https://www.youtube.com/watch?v=uBH4hyiF1Lo).

**Lesson 9**

**Topic**

Assessment

**Learning outcomes**

Revisit ‘Conquered and conquerors’ and review the table which matches events to the three Thematic strands.

**Possible teaching and learning activities**

* This may be an opportunity for students to consider the role of the individual as a factor in creating and maintaining medieval Empires.
* Source exercise – an opportunity to develop their understanding of inference, provenance and the application of contextual knowledge.

**Resources**

Past and specimen papers.

**Part two: Looking west**

**Lesson 10**

**Topic**

Colonisation in North America

**Specification content**

* Causes and consequence of British colonization
* Sir Walter Raleigh

**Learning outcomes**

* Strand 1: Origins of Empire.
* Strand 3: Migration and settlement.
* Second order concepts: students will need to know the reasons for the voyages of exploration and discovery in Tudor and Stuart times. It’s important to understand the mixture of motivations.
* There may be opportunities to consider British colonisation in America and relate this to ‘factors’ such as the role of the individual.
* You may also want to give students an overview of indigenous people living in pre-colonial America as this will give greater understanding of the interactions and impact of British colonisation with indigenous peoples in Lessons 13 and 14.

**Possible teaching and learning activities**

* Enquiry question: was profit the only motive for the voyages of discovery?
* Students will complete a biography of John Hawkins or Sir Walter Raleigh. Consideration should be given to their motives (political, economic, cultural, personal) and the consequences of their actions. The change to the practice of using slaves as part of the Triangular trade and their roles will provide context for lessons 11 and 12.
* Students can debate the contribution and impact that the two men made. Did they represent attitudes of that era – were they ‘men of their times’ and how important is this question to historians? Discussion in groups of four about the contribution and impact of each man.

**Resources**

* World Map of voyages with dates.
* Textbook
* Collection of contemporary sources explaining motives for colonization.

**Lesson 11 and 12**

**Topic**

Sugar and the Caribbean

**Specification content**

* Piracy and plunder
* The development of the slave trade, including John Hawkins
* The economic and social impact of the slave trade on Britain

**Learning outcomes**

* Strand 1: Development of Empire.
* Strand 3: The impact of migration and settlement.
* The previous lesson will lead to a more detailed examination of sugar and slavery. It is important to emphasise the role of Spanish and English piracy.
* Plantations proved to be more profitable than piracy. It is important to understand how the slave trade worked and its economic and cultural impact.

**Possible teaching and learning activities**

* Enquiry question: what was the significance of the slave trade? Consider different factors such as social, economic, political and cultural.
* In pairs, students will choose six pictures from a larger collection of images about the slave trade. Teachers might wish to add sources about resistance from enslaved peoples.
* They should use the images, internet resources and their textbooks to create a narrative PowerPoint to illustrate the development of the slave trade and its consequences. How useful are the selected sources to an historian studying the slave trade?

**Resources**

* Textbook
* Map of slave triangular trade Illustrations of slave trade Carefully selected video extracts.
* Web link:
* [Slavery and the African diaspora:](http://www.ourmigrationstory.org.uk/oms/slavery-and-the-african-diaspora-journeys-from-the-caribbean-to-britain) [legacies of British slave-ownership](http://www.ourmigrationstory.org.uk/oms/slavery-and-the-african-diaspora-journeys-from-the-caribbean-to-britain).

**Lesson 13 and 14**

**Topic**

Colonisation in North America

**Specification content**

* Jamestown
* Contact and relations with indigenous peoples
* The Pilgrim Fathers
* Indentured servants
* The war of independence; loss of American colonies

**Learning outcomes**

* Strand 1: Development of Empire.
* Strand 2: The loss of Empire.
* Strand 3: Migration and settlement.
* The main focus for the first lesson should be on the impact of the colonists and settlement on the indigenous peoples, not forgetting the interactions with and between indentured servants and enslaved peoples.
* Consider second order concepts. Why did people leave Britain and what was the impact of their arrival?
* In the second lesson, focus on the reasons for the loss of the colonies and the consequences (in the short and long term) for both Britain and America.

**Possible teaching and learning activities**

* Enquiry question: ‘was the loss of the American colonies a total failure for Britain?’
* It can be useful to focus on a particular episode or event to use as a case study. The Mayflower and the colony set up by the Pilgrim fathers is a good example.
* Students may produce a spider diagram to show all the results of the interaction between the colonists and Native Americans.
* The consequences/impact of losing the colonies can be investigated using a diamond nine/triangle nine template for students to prioritise, according to success or failure, the loss of the American colonies for the British.
* Opportunities here to explore significance questions (eg the American War of Independence) as well as similarity questions (eg the Hundred Years War.)

**Resources**

* Textbook
* Select sources to help develop an understanding of the Pilgrim Fathers and the War of American Independence.

**Lesson 15**

**Topic**

Migrants to and from Britain

**Specification content**

* Huguenot migrants
* Highland migrants
* Ulster planters

**Learning outcomes**

* Strand 3: Migration and its impact.
* Students need to understand who the group were and why they migrated. The consequences should be outlined eg the Highland migrants led to the Scottish diaspora, and so on. How do the experiences of these groups help historians to understand attitudes to migrants at that time?

**Possible teaching and learning activities**

* Enquiry question: to what extent did ideas and beliefs cause the movement of people in the 17th century and 18th century? Compare this factor with others named previously. Card sorting activities are often used to prioritise different causes.
* Students can be given a different group to research and then brought together to compare motivations and results.
* Each group ie Huguenot, Highland people, Ulster migrants should have a timeline. A simple worksheet needs to be completed which focuses on motives, events and consequences. What similarities can be identified?
* Students engage in a marketplace activity to exchange information about migrations they have studied.
* Students will evaluate a source for utility based upon their understanding of the selected event. Model an assessment and ask students to practice the qualities seen in the response to the stated question.

**Resources**

* Textbook(s)
* Internet research.
* Three question worksheets for different groups of migrants (each sheet has a different visual source).

**Lesson 16**

**Topic**

Assessment

**Possible teaching and learning activities**

* This may be an opportunity for students to consider the similarities between different migrant groups. For example, the Huguenots and the Pilgrim fathers.
* Practice writing Point/Evidence/Explanation paragraphs in preparation for styles of question (ie 2, 3 and 4) which draw on this approach.

**Resources**

Past and specimen papers.

**Part three: expansion and Empire**

**Lesson 17**

**Topic**

Expansion in India

**Specification content**

* Causes and impact of British control
* East India Company
* Robert Clive
* Warren Hastings

**Learning outcomes**

* Strand 1: The origins and development of Empire.
* It’s important to establish the early motives for expansion in India ie rivalry with the Dutch and the search for profit. Some background about life in India before British expansion would provide useful context.
* British involvement in India can be examined through the work of the East India company, Robert Clive, and Warren Hastings. Each of these can be evaluated for their contribution, and a ‘role of the individual’ style question.

**Possible teaching and learning activities**

* Key enquiry question: “how did India come to be the ‘jewel in the crown’ of the British Empire?”
* Internet research exercise: students fill in a chart about how Britain gained and controlled India (focusing on military, economic, political, cultural power, and the role of individuals such as Robert Clive and Warren Hastings).
* Students debate which was more important in the light of the enquiry question: Robert Clive, Warren Hastings or the East India Company.
* Source utility question, focussing on the controversy surrounding the actions, reputations and legacies of Hastings and Clive in India.

**Resources**

* Textbook Map of India Timeline.
* Structured work sheet for essay preparation.
* Web links:
* [The British Empire and India](https://www.youtube.com/watch?v=E9wO-NoP7h4).
* [India before the Europeans](http://www.nationalarchives.gov.uk/pathways/blackhistory/india/india_europeans.htm) [India and the British](http://www.nationalarchives.gov.uk/pathways/blackhistory/india/india_british.htm).
* [Great Salopians](http://www.bbc.co.uk/shropshire/content/articles/2005/03/29/robert_clive_feature.shtml).
* [The East India Company](http://www.bbc.co.uk/programmes/p0054906).

**Lesson 18 and 19**

**Topic**

Expansion in India

**Specification content**

* Indian Rebellion
* The social, political and cultural impact of Empire on Britain and India

**Learning outcomes**

* Strand 1: The development of Empire.
* Strand 3: The impact of migration and settlement.
* This first lesson is an opportunity to consider significance (eg the Indian resistance).
* In the second lesson, students need to consider a number of outcomes. The impact of Empire on Britain and India, mentioning trade and industry, a clash of cultures, social, political, cultural and economic impact in Britain and India.

**Possible teaching and learning activities**

* Students research and answer questions on the causes of the Indian Rebellion of 1857.
* Students will compare different accounts of the Indian rebellion and comment on the language and the significance of the event in each account.
* Enquiry question: why was India important to the British Empire? Consider the impact on India, on Britain and on the idea of an Empire.
* Sources exercise to explore divided opinions about British control in India. It might be interesting to include an interpretation of the different names given to the Indian Rebellion.

**Resources**

* Textbook Timeline.
* Interpretations of the Indian Rebellion 1857.
* Blank chart sheet Collection of images.
* Adaptation to Empire.
* [Rulers and ruled in the British Empire](https://www.youtube.com/watch?v=55vD_-fJ_jI&index=3&list=PLcvEcrsF_9zLFhetle-QrjhRvL7vjcJo8) [| History - Empire](https://www.youtube.com/watch?v=55vD_-fJ_jI&index=3&list=PLcvEcrsF_9zLFhetle-QrjhRvL7vjcJo8).

**Lesson 20 and 21**

**Topic**

Expansion in Africa

**Specification content**

* Causes and impact of British involvement
* Trade and missionary activity
* South Africa
* Egypt
* The Scramble for Africa
* Cecil Rhodes

**Learning outcomes**

* Strand 1: The development of Empire.
* Strand 3: The impact of migration and settlement.
* The motives for the Scramble for Africa are the subject of this lesson. Students should understand the relative importance of different factors (stated on page 24 of the Specification).
* What does the Scramble for Africa tell historians about European attitudes at that time?

**Possible teaching and learning activities**

* Enquiry question: ‘why did the British Scramble for Africa in the 19th century?’
* Brief overview of context: South Africa and Egypt prior to the Scramble for Africa.
* Students read sources provided and construct a diagram with examples to explain the motives for the scramble for Africa.
* Students can choose to study either South Africa or Egypt as a case study of British expansion. They should produce a 10-point report that shows how either South Africa or Egypt exemplifies the motives for Britain’s scramble for Africa.
* Group essay, where pairs of students contribute aspects to a collective answer to the enquiry question.
* Sources exercise focussed on Cecil Rhodes’ part in the expansion of Empire. It might explore the role of the individual and the controversy surrounding his motives, attitudes, and actions in Africa.

**Resources**

* Blank map.
* Textbook
* Sources/Cartoon collection.
* Web links:
* [European imperialism in Africa](https://www.youtube.com/watch?v=OJe1W_HIWmA) [Slavery and the scramble for Africa](http://www.bbc.co.uk/history/british/abolition/scramble_for_africa_article_01.shtml) [How the Europeans divided Africa](https://www.youtube.com/watch?v=wJ1uo5jvpe8).
* [Africa: states of independence – the](https://www.youtube.com/watch?v=CgzSnZidGuU) [scramble for Africa](https://www.youtube.com/watch?v=CgzSnZidGuU).

**Lesson 20**

**Topic**

Expansion in Africa

**Specification content**

* The Boer War (1899-1902)
* Imperial propaganda

**Learning outcomes**

* Strand 1: The development of Empire.
* Strand 3: The impact of migration and settlement.
* Students should focus on the consequences of and significance for Britain of the Boer War/South African War.
* The aspect of the study which examines imperial propaganda is useful because it allows consideration of the motives behind the ‘Imperial’ idea (see factors) and attitudes about it.

**Possible teaching and learning activities**

* Enquiry question: ‘what did Britain learn from the Boer (South African) War?’ Model a significance question or discuss the idea of how similar the Boer (South African) War was to other conflicts already studied, such as the American War of Independence.
* Students complete a simple worksheet to answer the question.
* Class display: students select one example of evidence from 1850 to 1940 that illustrates the power of the imperial idea. Students write an explanation of what it suggests or demonstrates.
* Source exercise focussing on what imperial propaganda can tell historians about the expansion of Empire.

**Resources**

* Textbook Worksheet.
* Account of war (Part 1.)
* Web link:
* [Military lessons of the Boer war](https://www.youtube.com/watch?v=W8jitGtA1x4).

**Lesson 23**

**Topic**

Migrants to, from and within Britain

**Specification content**

* Irish migration to Britain
* Jewish migration to Britain
* Transportation
* Migration to and within the Empire, including migrations of Asians to Africa
* Migration from rural to urban settings

**Learning outcomes**

* Strand 3: Migration.
* Students should compare migration to, from and within the Empire – and look for similarities and differences about changing patterns of migration, their causes, and consequences (perhaps focussing on attitudes). Opportunities here to discuss diversity, not only what it meant at the time but also longer-term significance.

**Possible teaching and learning activities**

* Enquiry question: ‘to what extent was 19th-century migration influenced by industry?’
* Brief context which sheds light on the experiences of Black people and those of Asian heritage who lived in Britain prior to large scale 19th century migration.
* Students use textbook and/or internet resources to add to a table looking at each migrant group in turn under the following headings:
* date
* name
* motives
* experiences
* impact on Britain and Empire.
* Students will return to this table in later lessons, adding evidence about later migrant groups.
* Class discuss significance in terms of diversity (see above guidance).
* Source exercise to practice inference and the application of provenance and knowledge to extracts about migration.

**Resources**

* See learning resources from The Migration Museum.
* Textbook
* Web link:
* [Migration within the British Empire](https://www.youtube.com/watch?v=S9o8igrc_fk&index=9&list=PLcvEcrsF_9zLFhetle-QrjhRvL7vjcJo8).

**Part four: Britain in the 20th century**

**Lesson 24 and 25**

**Topic**

The end of Empire

**Specification content**

* The impact of the First and Second World Wars
* The impact of Suez
* Nationalism and independence in India and Africa; including the role of Gandhi, Nkrumah and Kenyatta

**Learning outcomes**

* Strand 2: Loss of Empire.
* The focus is on: why did Britain lose an Empire and with what effects?
* The emphasis is on encouraging students to consider the interrelationship between factors which contributed to Britain’s retreat from Empire. Review the key ‘factors’ used to provide conceptual understanding of change – opportunities to analyse their relative importance.
* Students should have an opportunity to examine the relative importance of key individuals, as well as the significance of events which redefined Britain’s role in the world ie the Suez Crisis.

**Possible teaching and learning activities**

* Enquiry question: why did Britain lose its Empire? How and why were attitudes to the Empire changing?
* Students complete a card based on the impact of the First and Second World Wars on Britain.
* Having considered a narrative of the Suez Crisis, students should look at a range of sources relating to its impact in Britain, France and across the world. Students compare the sources for their utility based on content, purpose and knowledge.
* In groups, students should research the roles of the following key individuals: Gandhi, Nkrumah and Kenyatta. A simple worksheet needs to be completed which focuses on their aims, actions and impact.
* Students engage in a marketplace activity to exchange information about these key individuals and plan a piece of extended writing which analyses similarities and differences between them.

**Resources**

* [Gandhi](http://www.bbc.co.uk/education/clips/z7v2n39) (contains moderate violence – we recommend you preview this BBC Bitesize clip before showing your class).
* Card sort - prioritising causal factors.
* Suez Crisis sources to illustrate a range of attitudes to the event and the impact on Britain relationship with the wider world.
* Collections of images relating to Nationalism in Africa and India.

**Lesson 26 and 27**

**Topic**

The legacy of Empire

**Specification content**

* Windrush and the Caribbean migrants
* The work of Claudia Jones in the UK
* Migration from Asia and Africa, including the role of Amin in Uganda

**Learning outcomes**

* Strand 2: Loss of Empire and changing identity.
* Strand 3: The impact of migration on changing perceptions of identity.
* The focus is on explaining the motivations for migration and the experiences of migrants coming to Britain from the Caribbean, Asia and Africa.
* Students should gain an understanding of the impact migrants had on Britain and the difficulties Britain faced when trying to deal with the legacy of Empire. Some consideration might be given to other examples of migration previously studied, with reference to similarities and differences.

**Possible teaching and learning activities**

* Enquiry question: what were the motives for migration and what impact did migrants have on Britain?
* Brief context which sheds light on the experiences of Black people and those of Asian heritage who lived in Britain before the Second World War.
* Students investigate ‘Windrush’ in the 1950s and the different experiences of Caribbean migrants on arrival. Students should return to the table started during lesson 23 and include information about Black immigrants from the Caribbean.
* Having studied the life and work of Claudia Jones, students write her profile from the perspective of the West Indian community in 2014.
* Students should study texts and write a fact file about the motives behind and consequences of the dictatorship of Idi Amin in Uganda.
* Students research Asian and African migration in the 1970s and 1980s; add the information to the migration table started in lesson 23.
* Peer assessment of a piece of extended writing, analysing the impact of migration on Britain after the loss of the Empire.
* Source exercises which examine attitudes to migration and changing perceptions of identity.

**Resources**

* Textbook(s)
* Internet searches:
* Claudia Jones
* Idi Amin
* white British people’s reaction to migrants in the 1950s
* reactions to the Enoch Powell speech, 1968.
* Sources relating to Caribbean and Ugandan Asian migrants.
* Texts about Idi Amin.

**Lesson 28 and 29**

**Topic**

The legacy of Empire

**Specification content**

* The Commonwealth
* The Falklands War
* Britain’s relationship with Europe and its impact:
* the impact of the Second World War
* economic, social and cultural interaction
* the end of the Cold War and membership of the European Union.
* European and non-European migration

**Learning outcomes**

* Strand 1: Changing identities and interactions with the wider world – the Commonwealth and Europe.
* Strand 2: The legacy of the loss of Empire.
* Strand 3: The continuing debate about migration since the end of World War Two.
* The focus is on explaining Britain’s changing role in the world during the 20th century, how it dealt with the legacy of Empire and looked forward to a new position and identity within the international community.
* The emphasis is on encouraging students to consider the interrelationship between the causal factors set out in the specification.
* In explaining the significance of key events in the development of Britain’s role in the world, thought might be given to other examples previously studied on this course.

**Possible teaching and learning activities**

* Enquiry question: what difficulties did Britain face in seeking a new role and position in the world?
* Students should construct a fact file about the foundation of the Commonwealth, referring to its strengths, the problems it has encountered and attitudes towards it.
* Students prepare a timeline to narrate the key events of the Falklands War and discuss its importance in redefining Britain’s relationship and role with the wider world.
* Card Sort: students categorise the reasons for and against Britain’s membership of the European Union. Amongst other factors they should also consider the impact of the Second World War, the end of the Cold War, the Commonwealth and the impact of European migration.
* Complete the migration table about recent EU migrants to Britain started previously (in lesson 23 and continued subsequently).
* Sources exercises relating to the divided arguments about identity - Britain’s relationship with Europe and the impact of migration.

**Resources**

* Research and internet searches:
* The Commonwealth
* The Falklands War.
* A range of sources relating to the Falklands War and its impact.
* Range of sources related to divided arguments about identity - Britain’s relationship with Europe and the impact of migration.
* Card sort to explore the main factors which explain the legacy of Empire.

**Lesson 30**

**Topic**

Assessment

**Possible teaching and learning activities**

* Review table (lesson 1) and complete the matching of the Spec content to the three Thematic strands relating to Empire and Migration.
* Students complete a similarities question, comparing two episodes relating to migration studied during the course. This might include the motives for, or the impact of, migration.
* Students attempt a ‘factors’ question which draws on explanations of why Britain lost its Empire.
* Final source exercise to review students’ understanding of inference, provenance and how to apply contextual knowledge.

**Resources**

Past and specimen papers.