

Here students examine the way that the British Empire was linked to the slave trade, examining the reasoning and impact of the empire on Britain, before they move on to the Industrial revolution, in particular the living conditions within the new Victorian cities. This knowledge – focusing on the living conditions feeds forward to the mini development study of crime and the Ripper murders in term 6. It also directly links to aspects of the major diseases plaguing the Victorian urban populations such as Cholera, and this is a major focus of the time period in the GCSE medicine course.

	<u>Lesson Intent</u> (i.e. how does support learning in the next lesson/future lesson/exam prep, etc)	<u>Vocabulary – Daily Retrieval/Teach for memory</u>	<u>Activities/Assessment (to including the metacognitive/learning verb</u>	<u>Homework/Literacy Map</u>
<p>KG/s <u>Summarise the importance of world empires</u></p> <p>Lesson 1</p>	<p>This lesson has strong geography links and is designed to demonstrate the sheer size and scale of the British empire, as well as offering comparisons to other empires from the time/other periods to illustrate how large the British empire became.</p> <p>Feeds on from 'Geography'.</p> <p>Feeds on from 'Slavery' unit - Term 3.</p> <p>Feeds on from 'power and conquest' topics – Year 7.</p> <p>Feeds forward to 'Scramble for Africa' lessons 2/3.</p> <p>Feeds forward to GCSE – sharing ideas/rivalry in Medicine unit</p>	<p>Slavery Empire Colony Monarch Oligarchy Sovereign state. Dependency Protectorate Dominion Trade Power Religion Ambition Adventure Ports</p>	<p>Define key terms Map of British Empire - how many countries can they label? Offer atlases if needed Show maps of other empires to compare sizes – especially to Roman empire Discussion – how to get an empire – and why countries wanted them – think pair share activity Match up key terms then complete the table for the sources to ensure understanding of reasons for wanting empire - give 1-2 minutes per source analysis on the board.</p> <p>Initial judgment – most important reason for wanting an empire? Extension – imagine how you would feel if your home was invaded</p>	<p>Choose a country in the British Empire and create a fact file on it – when did it become a colony and how When did it become independent and how? Is it still linked to Britain? How/why? What benefits and problems did British colonisation bring it?</p> <p>Give 2 weeks</p>
<p>KG/s <u>Write an account to describe and explain the scramble for Africa</u></p>	<p>Tasks prepare students for a marked piece ("Write an account of the division of Africa"). This secures knowledge of how the boundaries in Africa were created – some such as Egypt literally with ruler placed against the map and begins to introduce how to "write an account" – a new GCSE question stem that is proving quite tricky to students in KS4 presently.</p> <p>Feeds on from 'why want an empire' - Lesson 1.</p>	<p>Bismark Division Conference Scramble for Africa Natives Inconsiderate Selfish Arbitrary</p>	<p>Go through Context of How Africa went from what it was like in 1800 to what it is like today. <b>Read</b> page 66 (Wilkes Rise and Fall of the British Empire) and answer questions <b>Task 1</b> – pupils use Blank map of Africa/or world map from PPT and label the resources desired (use page 66 of the Aaron Wilkes book) Play the video to 1.45 to reinforce and to add 'ivory' and 'control of the Suez Canal' -</p>	

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Lesson 2 and 3	<p>Feeds on from 'Slavery' - Term 3.</p> <p>Feed forward to 'Causes of WW1' – Year 9.</p> <p>Feeds forward to GCSE 'Early Germany' and 'Causes of WW1' units.</p>		<p>Play the video about the Berlin Conference and after pupils write down the definition of scramble for Africa in their own words or by using the definition. Then have pupils shade the areas that were taken by each country using the map on PPT</p> <p>Play the rest of the first video – (from 1,45) – What are some of the problems with what they did?</p> <p>The Arbitrary lines being drawn may need to be explained</p> <p>ALL THIS IS PREP FOR <b>MARKED TASK</b></p> <p>Write an account of the division of Africa – discuss how to “write an account” – GCSE question stem Extension</p> <p>Print off the cartoons and have pupils complete extension tasks on PPT to look at sources utility</p>	
<p><u>KG/s Explain how the Empire helped Britain win WWII</u></p> <p>Lesson 4</p> <p>Hw on Researching an empire country due</p>	<p>This lesson is designed to show the lasting impact of the empire and the debt of gratitude that we owe to those of other nations for their role in fighting for our freedom.</p> <p>Feeds on from 'Geography'.</p> <p>Feeds on from last two lessons on 'Empire's Importance' and 'Use of Africa' - Lessons 2/3.</p> <p>Feeds forward to WW1/11 – Year 9.</p> <p>Feeds forward to GCSE 'WW1' and 'Germany' units - impact of war on Britain/Germany and colonies (Imperialism) as a cause of war.</p>	<p>Self governing Empire Conflict Colonies Soldiers Sailors Volunteers Vital supplies Casualties Wounded</p>	<p>Give the context of WWI and WWII</p> <p>Give the context that while some countries were far more independent (Canada and Australia were self-governing) other areas were colonies still. Despite that they were all still a part of the Empire</p> <p>Pupils do the carousel – read the information about the countries and complete the chart. NOT ALL INFORMATION COVERS ALL THE BOXES ON THE TABLE – SOME BOXES WILL BE LEFT BLANK</p>	<p>HERstory – choose any country from the British Empire and research the work done by women in WW2 – give 2 weeks</p>
<p><u>KG/s Justify arguments for the “Greatest Inventor in Victorian Britain”</u></p> <p>Lesson 5 and 6</p>	<p>This allows group work and discussions based around a specific set of success criteria for students – often these lessons are where those with high verbal but poor literacy skills can really get a sense of achievement in history by demonstrating their ability to argue and explain. It allows them to explore the idea of significance and the impact of inventions at the time and over</p>	<p>Victorian Invention Significance</p>	<p>What was he greatest invention of Victorian Britain? Debate</p> <p>Set out task – divide up the class into 3/4s and give an inventor each – they will need to argue why their invention was the best. There are 7 inventors so try to divide groups evenly. Each group will argue and present on their invention –</p>	

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	<p>time. It also acts as a nice bridging lesson from Empire to Victorians</p> <p>Feeds on from 'Empire' through discussion of the 'Great Exhibition'.</p> <p>Feeds on from ideas of 'significance' in Terms 1 and 2 when discussing 'Renaissance Inventions'.</p> <p>Feed forward to GCSE 'Medicine' – sharing ideas and 'Industrial Revolution'.</p> <p>Feeds forward to 'Industrial Revolution' events and 'Health' - Lessons 9, 10 and 11</p>		<p><b>MARKED WORK</b> – mark the presentations as they happen and write a WWW/EBI for these using the <b>grade descriptors for language</b> – remember this will be a best fit – if they show aspects of high level, but not securely and missing other levels, then do not award that top level! DO NOT SHARE NUMBER GRADES WITH STUDENTS FROM PRESENTATIONS</p> <p>All complete a copy of the table to analyse the inventions WHILST PRESENTATIONS ARE HAPPENING.</p> <p>As well as students analysing the inventors – as them to give POSITIVE ONLY feedback on peers – what was good? Only teacher to comment on way to improve</p> <p>Judge the best invention – think pair share and explain judgments – either verbally or as a written task – this is judging best invention – not favourite group.</p> <p>Plenary – match-up task</p>	
<p><u>KG/s Identify and Summarise aspects of children's lives in the Industrial period</u></p> <p>Lesson 7 HERStory Hw due</p>	<p>Here students will begin to explore factory conditions and gain an understanding of the Laissez Faire attitudes of many Victorian employers</p> <p>Feeds on from KS2 – 'Knowledge of the Victorians'.</p> <p>Feeds on from 'Inventions' - Lessons 5/6.</p> <p>Feeds on from 'Town Life' in Medieval period - Year 7.</p> <p>Feeds forward to 'Industrial Revolution' and impact on homes/lives - Lessons 9/10/11.</p>	<p>Industrial Poverty Slums Pollution Mangled limbs Overseer Laissez Faire</p>	<p>Listen to Horrible History clip – discuss own knowledge of jobs done by children and family life – Feed back to KS2 learning</p> <p>ANSWER "Who had the worst life and Why"? Rich/Poor? – 3mins?</p> <p>ISM's – infer life in London in 1800</p> <p>Read image of factory worker injured and discuss - how could people let this happen?</p> <p>Paired drawing task – number 1 to describe image, number 2 to draw – this could be done in groups up to 4 – drawer MUST NOT see the image</p>	

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	<p>Feeds forward to English GCSE – ‘A Christmas Carol’.</p> <p>Feeds forward to GCSE ‘Medicine’ – looking at conditions in the Industrial period and Laissez Faire attitudes.</p>		<p>Then show the drawer the image – how accurately was I described to them?</p> <p>Written task – what was life in factories like?</p>	
<p><u>KG/s Compare and contrast factory reports</u></p> <p>Lesson 8</p>	<p>Feeds on from KS2 knowledge of the Victorians</p> <p>Feeds on from Geography – ‘Modern Day Slavery’.</p> <p>Feeds on from ‘Slavery Conditions’ - Term 3.</p> <p>Feeds on from ‘factories’ (Lesson 7) and ‘Inventions’ (Lessons 5/6).</p> <p>Feeds on from ‘Inventions’ - Lesson 5/6.</p> <p>Feeds on from ‘Town Life’ in Medieval period – Year 7.</p> <p>Feed forward to English GCSE – ‘A Christmas Carol’.</p> <p>Feeds forward to ‘Industrial Revolution’ and ‘Impact on homes/lives’ - Lessons 9/10/11.</p> <p>Feeds forward to GCSE ‘Medicine’ – looking at conditions in the Industrial period and Laissez Faire attitudes.</p> <p>Feeds forward to Victorian crime term 6</p>	<p>Industrial Poverty</p> <p>Slums</p> <p>Pollution</p> <p>Mangled limbs</p> <p>Overseer</p> <p>Machines</p> <p>Industrial revolution</p> <p>Child labour</p>	<p>DIN – why would factory owners want little children as workers? – small hands, not complain, cheap labour...</p> <p>Discuss ISM</p> <p>choose the question challenge – source showing factory conditions</p> <p>Then sort the sources – there are 18 in total – for LAB you may choose just to give 12?</p> <p>THERE ARE SETS OF THESE ALREADY CREATED</p> <p><b>MARKED WORK TASK</b> – discussing the similarities and differences between two sources chosen by student. Then judgment how similar are they.</p> <p>This could Feed into the new type of assessment??</p>	<p>Literacy HW - Significance</p>
<p><u>KGs Analyse information to justify a decision</u></p> <p>Lesson 9</p> <p>Literacy HW – Significance due</p>	<p>This allows students to examine a range of sources and deduce likely cause of death for a woman found in a Victorian flat. The students will begin to discuss the impact of conditions on health and they will be introduced to the deadly disease Cholera</p> <p>Feeds on from ‘Factory Conditions’ - Lessons 7/8.</p> <p>Feeds forward to health/towns lessons 10/11.</p> <p>Feeds forward to ‘Medicine’ GCSE – Industrial towns and John Snow.</p>	<p>Cholera</p> <p>Investigation</p> <p>Over-crowding</p> <p>Hygiene</p> <p>Sanitation</p> <p>Terrace housing</p> <p>Back-to-back housing</p>	<p>Ism – discussion</p> <p>Set up the mystery and establish ground rules</p> <p>Give out the recording sheets, then 5 mins x 5 pieces of evidence = 25mins for gathering evidence</p> <p>Then give the how to complete the report sheet – Groups then take turns to report what they have discovered – 2min max. 8 groups max = 16 min to report (20 to be safe)</p>	

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<p><u>KGs</u></p> <p>Lesson 10</p>	<p>This lesson is designed to explore the ways that the Victorian slums were built and the impact that these had on living conditions and health.</p> <p>Feeds on from Geography – ‘Slum Conditions’.</p> <p>Feeds on from ‘factories’ - Lessons 7/8.</p> <p>Feeds on from KS2 knowledge of the Victorians.</p> <p>Feeds on from ‘Town Life’ in Medieval period – Year 7.</p> <p>Feeds forward to ‘Industrial Revolution’ and impact on health - Lesson 11.</p> <p>Feeds forward to English GCSE – ‘A Christmas Carol’.</p> <p>Feeds forward to GCSE ‘Medicine’ – looking at conditions in the Industrial period and Laissez Faire attitudes.</p> <p>Feeds forward to Victorian crime - Term 6.</p>	<p>Back-to-back</p> <p>Terraces</p> <p>Sanitation</p> <p>Over-crowding</p> <p>Contamination</p> <p>Hygiene</p> <p>Cholera</p> <p>Disease</p>	<p>Look at back to back housing</p> <p>Discussion of use of the Thames</p> <p>Textbook pages 52-55 can help with this</p> <p>Create a brochure for London – advertising an HONEST visit</p>	
<p><u>KG/s</u></p> <p>Lesson 11</p>	<p>This lesson continues to look at and develop understanding of the Victorian slums and their impact on health.</p> <p>Feeds on from Geography – ‘Slum Conditions’.</p> <p>Feeds on from ‘Living Conditions’ - Lesson 10.</p> <p>Feeds on KS2 knowledge of the Victorians.</p> <p>Feeds on from ‘town life’ in Medieval period – Year 7.</p> <p>Feeds forward to ‘Victorian Crime’ - Term 6.</p> <p>Feeds forward to English GCSE – ‘A Christmas Carol’.</p> <p>Feeds forward to GCSE ‘Medicine’ – looking at conditions in the Industrial period and Laissez Faire attitudes.</p>		<p>Ism – what is the message of the cartoon – Death rowing on the Thames</p> <p>Matching task – cause to effect – write as sentences using effective connectives – LITERACY Link</p> <p>Read the sources and complete a table – to show evidence of health problems, over crowing, poor sanitation etc</p> <p>Then use the scaffolding to create a Health Inspectorate Report</p> <p>Discuss 1975 Public Health Act</p> <ul style="list-style-type: none"> <li>• How do you think these new laws improved Public Health in Britain?</li> <li>• Explain how they targeted particular issues addressed in the previous tasks.</li> </ul>	

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