

KEVICC KS3 Curriculum:	Subject: History	Key terms and vocabulary.
Year: 8 Term: Summer 1	Topic: The British Empire - Generous or Genocidal?	Which words will be explicitly taught & how frequently will understanding be checked? How will assimilation of new vocab be checked?
<p>What is the essential knowledge from this unit? What do students need to remember and understand? <u>Conceptual focus is cause and consequence.</u> This module is an investigation into the nature of the British Empire and the benefits and costs of colonialism throughout the world.</p> <p>The module will begin by looking at the very basic details of the British Empire - contextualising Britain in the 1850s and looking at the what, where, and why of the British Empire. This will allow students to have some grounded knowledge before exploring the British Empire and the consequences of the British Empire in later lessons.</p> <p>From here, students will explore in greater depth how Britain was able to establish such an enormous empire, before going into a mini-enquiry question: <u>What was the impact of the British Empire on India?</u></p> <p>In this enquiry, students will look at how Britain was able to gain control of India - including a look at what India was like before British control. There will be a look at why India was considered the "jewel" in the British crown, and the "benefits" gained for Britain by having India in its Empire. There will be a case-study into the role Mahatma Gandhi played in aiding Indian independence and will serve as a direct comparison to the work students studied earlier in the year by looking at Martin Luther King and Rosa Parks.</p> <p>Students will then look at the interpretations around how India gained its independence (linking to the content they studied on Gandhi) and finally look at the consequences of British rule in India by considering the Indian partition in 1947.</p>		<p>Conceptual vocabulary will be present throughout the topic: Change Continuity Cause Consequence Significance Similarity Difference</p> <p>Period specific terminology will also be present throughout the course.</p> <p><u>Period and content specific terminology:</u> Empire, Colonisation, imperialism, British Rule, Independence, pacifism, Mahatma Gandhi, Indian partition</p>
<p>What prior learning supports understanding of this content? No prior learning needed. Class discussion during the introduction will allow students to demonstrate any prior knowledge.</p>	<p>How does this content link to future learning? Students will continue to work on their basic Historical skills as well as adding in more advanced skills, such as evaluation, and beginning to look at the nature of Historical interpretation, as well as engaging with source material.</p>	
<p>Reading: <i>Where in the unit are students supported to read complex academic text?</i> Reading activities of sources provided by teachers to develop comprehension and literacy.</p>	<p>Writing: <i>Independent writing tasks and how they are structured</i> Writing tasks provided every lesson – some comprehension from source material, some creative. All focused on the conceptual focus.</p>	
<p>Key assessments: <i>How will students review the information learned?</i> <i>How will feedback be seen?</i> Recaps every three lessons to assess knowledge (AO1), with quick-fire questions and immediate answers in low-stakes quizzing. This will also present opportunities for self-assessment and a purple pen exercise.</p> <p>Mid-topic and end of topic assessment: question sheet with answers in book; feedback sheet with pupil responding in purple pen.</p>		