

What are the aims and intentions of this curriculum?

The aim of the curriculum is to develop students' understanding of the changing nature of the British Empire between 1763 and 1914, focusing on both loss and expansion. Students in this unit will also explore how Britain transitioned from the loss of the American colonies to building a global empire. Students will analyse the political, economic, social and cultural impact of empire on both Britain and its colonies. This curriculum also builds students' ability to evaluate historical interpretations and engage critically with differing views on imperialism. By the end of this unit students will strengthen key historical skills including:

- Causation and consequence
- Change and continuity
- Significance
- Use of evidence and interpretation

Term	Topics	Knowledge and key terms	Skills developed	Assessment
Autumn 1	The changing nature and extent of trade	Students in this unit of breath study will explore reasons for, and nature of, the changing patterns of trade, 1763-1914, including the slave trade, trade in coal and textiles, new trading patterns with the Americas, India and the Far East, the impact of industrialisation on trade and the importance of government policy (key developments: the abolition of the slave trade 1807, the adoption of free trade 1842–46, the repeal of the Navigation Acts 1849). Pupils will explore the topics of the changing importance of ports, entrepôts and trade routes within the UK and throughout the Empire, 1763-1914 (key developments: the acquisition of Singapore 1819 and Hong Kong 1842, the opening up of Shanghai to trade 1842, the purchase of the Suez Canal shares 1875, the acquisition of Zanzibar 1890, the lease of Wei hai-wei 1898).	Understanding Economic Change Over Time • Analyse long-term trends (1763–1914), e.g.: ◦ Mercantilism → Free Trade ◦ Atlantic trade → Global imperial trade • Track continuity and change across periods (pre- and post-Industrial Revolution) Causation Evaluate multiple causes: ◦ Industrialisation ◦ Government policy (e.g., repeal of Corn Laws) ◦ Wars and empire expansion Consequence (Impact of trade) • Assess impact on: ◦ Britain's economy (industrial growth, wealth) ◦ Colonies (dependency, exploitation) Using Quantitative Evidence	End of Unit Assessment: A timed essay question assessing AO1 (<i>knowledge, analysis, and judgement</i>) A source-based question assessing AO2 (analysis of primary sources) The assessment is designed to: Establish baseline attainment in essay writing and source skills Assess students'

			- Interpret: - Trade statistics - Export/import data Evaluating Interpretations - Compare historians' views on: - Whether trade growth was beneficial or exploitative - Develop skills in Supporting judgement with evidence Linking Economic and Political Power - Analyse how trade influenced: - Imperial expansion - Diplomatic relationships	ability to construct structured analytical responses Identify gaps in knowledge and understanding early in the course
Autumn 2	The changing nature of the Royal Navy	The changing Royal Navy, 1763-1914: the significance of changing ship types; the growing role of commerce protection, including protecting, and later suppressing, the slave trade; suppressing piracy and defending British commerce (key development: the attack on Algiers 1816); the work of exploration and mapping (key development: Captain Cook's exploration of the South Seas, 1768-71). Pupils will explore the importance of the acquisition and retention of key strategic bases around the globe, 1763-1914 (key developments: Gibraltar retained 1783, and the acquisition of Malta, Ceylon and Cape Town in 1815, the Falklands in 1833, Aden in 1839 and Cyprus in 1878)	Understanding Military Power and Strategy - Analyse: - How naval strength underpinned empire - Strategic control of trade routes - Understand concepts like: - Naval supremacy - Balance of power Causation - Evaluate factors such as: - Rivalry with France - Protection of trade - Technological innovation (steamships, ironclads) Change and Continuity - Track development from: - Wooden sailing ships → Industrial navy - Identify: - What changed (technology, scale) - What stayed the same (importance of sea power)	Trial Examination (Breadth Study) Students sit a formal trial examination under exam conditions, covering breadth study content taught up to this point. The paper includes: - Essay questions requiring synoptic understanding of trade and naval power - Source analysis questions requiring evaluation of

			Significance • Judge how important the Royal Navy was in: ◦ Maintaining empire ◦ Winning wars • Compare naval importance with other factors (army, diplomacy, economy) Source Analysis Interpret: ◦ Government reports ◦ Naval records • Assess: ◦ Reliability ◦ Purpose ◦ Context Synoptic Thinking • Link Navy to: ◦ Trade (protecting routes) ◦ Empire (enabling expansion) • Develop ability to connect themes across the breadth study	provenance and context The trial exam assesses: Students' ability to sustain arguments over extended writing Their use of precise and relevant supporting evidence Their ability to link themes across topics (e.g., trade and naval power)
Spring 1	PART 1: The loss of the American colonies, 1770–83 PART 2: The birth of British Australia, 1788 - 1829	Students will explore tensions between colonists and the British, 1770–75: the issue of custom collection and tea duties, including the Boston Tea Party; the Coercive Acts 1774 and their impact. Clashes between British forces and rebels, 1775–76; the Declaration of Independence and Articles of Confederation. They will look at the topics of Britain's defeat, 1777–83: French and Spanish involvement; Britain's limited military resources; the defeats of Burgoyne 1777, and Cornwallis 1781; the decision to seek peace and accept the Treaty of Paris. Impact of defeat on Britain 1783. In the birth of British Australia students will look at Australia's role as a penal colony from 1788; the importance of Lachlan Macquarie: the development	Understanding causes of independence • Political vs economic vs ideological factors Evaluating British mistakes Assessing significance of key events • e.g., taxation policies, resistance Analysing colonial perspectives vs British perspectives <u>Australia</u> Understanding colonisation motives	Trial Examination (Depth Study) In spring 1, students will sit examination from paper 1 & 2 For paper 3, students complete a second trial examination, focused on the depth study content: America This trial exam develops and

		of Sydney; land grants to ex-convicts and development up the Hawkesbury River; the growth of Macquarie towns Impact of British settlement on Aborigines in Tasmania and New South Wales, 1788-1829. They will do this by exploring the topics like the spreading impact: penal settlement in Van Diemen's land 1803; development of whaling; first crossing of the Blue Mountains 1813; first settlements in Western Australia 1826; extent of colonial control by 1829.	• Penal transportation, expansion Assessing impact on indigenous peoples Evaluating success of settlement Change over time : Penal colony → settler society	assesses criteria for section B : Students' ability to compare different regions of empire Their understanding of diverse colonial experiences Their capacity to form balanced, well-supported judgements
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Spring 2	PART 1: Learning from past mistakes: Canada and the Durham Report, 1837 40 PART 2: Nearly losing an empire: the British in India, 1829 58	Students in the Canada unit will explore the political nature and governmental system of Upper and Lower Canada and the perceived threat from the USA. The revolts of 1837–38: causes, course and impact. The importance of the Earl of Durham's appointment as High Commissioner; the roles of Charles Buller and Edward Gibbon Wakefield; the main recommendations and importance of the Durham Report. In Nearly losing an empire; The British in India students will explore the role of the East India Company and the Governor General; the importance of Bengal and the Company Army. William Sleeman's campaign against Thagi: the drive against Sati and female infanticide; the impact of missionaries. The Indian Rebellion: the reforms of Dalhousie; the annexation of Awadh; outbreak and events in Meerut, Cawnpore and Delhi; the siege and relief of Lucknow Reasons why the British retained control.	Canada understanding colonial governance Analysing causes of unrest and reform Evaluating peaceful vs conflict-based change: Comparing with American experience India Understanding imperial control : East India Company → Crown rule Causation: e.g. causes of the Indian Rebellion (1857) Consequence: Changes in governance after rebellion Interpreting perspectives: British vs Indian viewpoints	End of Unit Assessment Students complete an end of unit assessment that draws together both breadth and depth studies. The assessment includes: Synoptic essay questions requiring links across: -Trade -Naval power -Empire expansion and control <i>Possible interpretation-based questions (AO3)</i> This assessment focuses on: Students' ability to make connections across the course Producing integrated, thematic arguments Demonstrating secure knowledge across multiple topics
Summer 1	The Nile valley, 1882 98	In the final unit of the Depth study, year 13's will look at Reasons for intervention in Egypt 1882: Arabi Pasha and Arab nationalism; protecting European loans and people. French withdrawal; the British military campaign. Egypt as a 'veiled	Strategic importance analysis: Suez Canal, route to India Understanding informal empire Evaluating reasons for intervention	End of Unit Assessment Students complete

		protectorate'; the promises to withdraw and the failure to do so; the work of Sir Evelyn Baring. The problem of the Sudan: the Mahdi; Gladstone's concerns and policy; Gordon's mission, 1884–85. The conquest of the Sudan 1898: the fear of French occupation; the role of Kitchener; the significance of Omdurman.	Assessing impact of British control	an end of unit assessment that draws together both breadth and depth studies. The assessment includes: Synoptic essay questions requiring links across: -Trade -Naval power -Empire expansion and control <i>Possible interpretation-based questions (AO3)</i>
Summer 2	Revision	The final term consolidates learning across the breadth and depth studies in Britain: Losing and Gaining an Empire, 1763–1914. Revision is structured thematically, chronologically, and exam-focused to reinforce knowledge, develop synoptic links, and refine examination technique. Students revisit key themes from the breadth studies, including: <i>The changing nature and extent of trade</i> (mercantilism, free trade, global expansion) <i>The development and role of the Royal Navy</i> (strategic dominance, technological change, imperial defense) These are integrated with depth studies of: <i>America</i> (causes of independence and loss of empire) <i>Australia and Canada</i> (colonisation, governance, and development of settler societies) <i>India and Egypt</i> (imperial control, rebellion, and strategic importance) Revision is organised around:	Retrieval and Knowledge Consolidation Strengthening recall of: Key events, dates, and individuals Case study detail across all regions Improving ability to select precise evidence quickly Embedding secure chronological understanding Synoptic Analysis: Analytical Essay Writing (AO1) : Evaluation of Historical Interpretations (AO3) Source Analysis (AO2) : Exam Technique and Time Management Critical Thinking and Judgement Reflective Learning and Improvement	Public examination: Britain: Losing and gaining an empire, 1763-1914

		<i>Key enquiry questions</i> (e.g. “Why did Britain lose and gain empire?”) <i>Thematic links</i> (trade, military power, governance, resistance) Chronological overviews to reinforce change and continuity across the period		
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