



### Subject: History

### Term 1

**Overarching Topic:** Exploration and Empire

<p>Why is this topic being studied at this time?</p> <p>How does it fit into the wider subject curriculum?</p>	<p>It was once said that the sun never set on the British Empire – an empire that spanned the globe and touched all four corners thereof. This is a period of history that it is all-too-tempting to look back on with rose-tinted glasses; however, as we shall see, these centuries saw mass exploitation and degradation by Europeans of their fellow man, violent expansionism and countless atrocities, all of which resulted in the destruction of multiple civilizations in the name of profit. Let us take off those rose-tinted glasses together and see this period of history for what it truly was.</p>
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	Essential	Core	Ambitious
<p><b>The Big Questions</b> (What questions will students be able to answer upon mastery of the topic?)</p>	<p>What is piracy? What is an empire/imperialism? What is exploration? What is a colony? What is a plantation? What is slavery? What parts of the world were colonised? What was Africa like before colonisation?</p>	<p>Why did countries want to venture outside their own country? How were European cultures able to explore and conquer? What did different empires look like? How did European exploration affect the world? How did the empires move from piracy to plantation? How did the slave trade start? What were conditions like for slaves? How did empires control countries without invasion (China and 'gunboat diplomacy') Atrocities within empires</p>	<p>Compare different European approaches to imperialism Interpretations of imperialism (contemporary &amp; modern) Comparisons between, for example, Normans v Spanish conquistadors, or Viking v British slavers Social Darwinism Linking with modern slavery Were there 'good' slave masters? How do the non-colonising approaches to empire compare to modern economic imperialism? Were the empires good or bad institutions?</p>

<b>The Key Skills/ Techniques</b>	<b>The sophistication and application of skills will become more advanced as students' progress through the essential, core and ambitious knowledge</b>	
	<b>Skill/Technique</b>	<b>How will this skill be developed?</b>
	Source analysis	Developed source analysis Comparative source analysis (Middle Passage)

	Analysis of change over time (Chronology) Interpretations	Breadth study What are the different interpretations of the British Empire? Why are there different interpretations of the British Empire?
	Key Words	Imperialism, empire, colony, plantation, astrolabe, diplomacy, exploration, exploitation, atrocity, resources, trade, occupation, factory, settlement, piracy, privateering, slave trade, prisoners of war, Middle Passage, triangular trade, transportation, auction, scramble