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| **Year** | 8 | | | **Subject** | History | | |
| **Lessons** | 11 | | | **Topic** | Topic 1 - Empires | | |
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| **Lesson** | **Title** | | **L.O.s** | | | **Literacy / Numeracy / Skills** | **Differentiation / Extension** |
| 1 | What is an empire? | | * Describe what an Empire is using historical language. * Explain the impact of Empire using historical language and detailed evidence. * Evaluate the impact of Empire using historical language and detailed evidence. | | | Live Marking  Extended writing – PEE format | Embedded in lessons and resource folder. |
| 2 | The Portuguese Empire | | * Describe what an Empire is using historical language. * Explain the impact of Empire using historical language and detailed evidence. * Evaluate the impact of Empire using historical language and detailed evidence. | | | Live Marking  Extended writing – PEE format | Embedded in lessons and resource folder. |
| 3 | The Mughal Empire | | * Describe the impact of the Mughal Empire using the historical language. * Explain impact of the Mughal Empire using historical language and detailed evidence. * Evaluate the impact of the Mughal Empire using historical language and detailed evidence. | | | Live Marking  Extended writing – PEE format | Embedded in lessons and resource folder. |
| 4 | Can the Portuguese and Mughal empires be compared? | | * To compare the Mughal and Portuguese empires | | | Live Marking  Extended writing – PEE format  Group work and presenting in front of peers  Source analysis | Embedded in lessons and resource folder. |
| 5 | Benin | | * Describe the Benin Empire using historical language. * Explain the impact of the Benin Empire on the colonized using historical language and detailed evidence. * Evaluate the impact of Benin Empire on the colonized using historical language and detailed evidence. | | | Live Marking  Extended writing – PEE format | Embedded in lessons and resource folder. |
| 6 | Mali | | * Describe the impact of the Empire of Mali using historical language. * Explain the impact of the Empire of Mali using historical language and detailed evidence. * Evaluate the impact of the Empire of Mali using historical language and detailed evidence. | | | Live Marking  Extended writing – PEE format | Embedded in lessons and resource folder. |
| 7 | Comparing the empires so far | | * Describe the similarities and differences between the empires we have studied. * Explain how the empires were similar and different and why. * Evaluate which empire was the most positive for its colonized people and which was the most negative. | | | Live Marking  Extended writing – PEE format  Group work and presenting in front of peers  Source analysis | Embedded in lessons and resource folder. |
| 8 | French Empire | | * Describe the impact of the Empire of France using historical language. * Explain the impact of the Empire of France using historical language and detailed evidence. * Evaluate the impact of the Empire of France using historical language and detailed evidence. | | | Live Marking  Extended writing – PEE format | Embedded in lessons and resource folder. |
| 9 | European vs. Non-European | | * To compare the European and Non-European empires | | | Live Marking  Extended writing – PEE format | Embedded in lessons and resource folder. |
| 10 | Introduction into British Empire | | * Describe how Britain gained their Empire using historical language. * Explain how Britain gained their Empire using historical language and detailed evidence. * Evaluate how Britain gained their Empire using historical language and detailed evidence. | | | Live Marking  Extended writing – PEE format  Group work and presenting in front of peers  Source analysis | Embedded in lessons and resource folder. |
| 11 | Assessment | | * Assess progress over the first half term. | | |  |  |
| **Prior Knowledge** | | | | | | **Assessment Opportunities** | |
| Students may know about the British empire from primary school. Many of the students may have backgrounds from some of the countries in question and may be able to impart with some knowledge for the rest of the class. Students will know about the Industrial Revolution from Year 7 and can link this knowledge to the British Empire. | | | | | | Live marking opportunities  Peer assessment  PEE format  DPR Assessment 1 (Y8) | |
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