

Topic C1: The Origins of the British Empire, c.1680-1763

The focus here is on the development of contextual knowledge and understanding of the changes which took place in the establishment of the British Empire, c.1680-1763.

The intention is to establish a basis on which students will be enabled to present historical explanations and assess the significance in their historical context of events, individuals, ideas, attitudes and beliefs and the ways in which they influenced behaviour and action. Each main section also has a focus on the skills students need in order to communicate their understanding of historical explanation and significance. This programme covers Britain's acquisition of overseas territories in the years c.1680-1763 and the factors which promoted and secured imperial expansion.

It should be emphasised that it is an example of what might be done, not a model which must be adopted. The assumption has been made that contact time for this topic comprises 30 one-hour lessons. How these 30 hours could be distributed across an actual teaching programme is, of course, dependent upon the way an individual centre's timetable is constructed.

The content selected for this scheme is not prescribed as content to be assessed in the examination (except where it is actually detailed in the specification); instead it is illustrative of ways in which the required understandings may be developed. Furthermore, in the scheme outlined below, it is not suggested that each element should be given a standard unit of time.

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| <p>1. The Empire in 1680 2 hours</p> | <p>Brief introduction to the Empire in 1680:</p> <ul style="list-style-type: none"> • extent of the Empire - geographical territory • nature of control - formal/informal government • brief overview of earlier imperial history - the role of the civil war, colonial expansion and naval expansion from the mid-17th century • mercantilist policies <p><i>(NB: candidates will not be expected to include information from the earlier period in essay answers)</i></p> |
| <p>2. Trade & the development of Empire 7 hours</p> | <p>The importance of trade and commerce in stimulating growth of empire:</p> <ul style="list-style-type: none"> • The framework for growth - the role of merchants and joint stock companies • Case studies: <ul style="list-style-type: none"> ○ East India Company ○ Royal African Company ○ South Seas Company • Conflicts with commercial rivals, especially other European states, and their significance for expansion <p>Discussion of the role of trade - focus on how successful company activity and the potential for profit stimulated the pursuit of imperial ambition and the acquisition of territory.</p> <p>Essay writing/quality of communication focus: selection and deployment of information: summarise the contribution of one of the companies to the development of empire</p> |
| <p>3. The role of the slave trade & the development</p> | <p>Role and importance of the slave trade to 1763 in the development of empire:</p> <ul style="list-style-type: none"> • Nature of triangular trade • Impact on colonial development in southern American and West Indian colonies • Impact of slave trade in West Africa - development of British interests <p>Essay writing/quality of communication: writing selected paragraphs - Why was the slave</p> |

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| <p>of Empire 5 hours</p> | <p>trade so important to the development of Empire from c.1680 to 1763 ?</p> |
| <p>4. The role of Government & the development of Empire 7 hours</p> | <p>The role of government in protecting trade and facilitating imperial expansion:</p> <ul style="list-style-type: none"> • Development of mercantilist policies including the impact of the Navigation Acts <i>(NB: candidates are not expected to be aware of the details of the passage of Navigation Acts - only the impact of the Acts on trade)</i> • Growth of London and other ports e.g. Bristol & Liverpool • Government policies and priorities e.g. monopoly, trade tariffs, duties, regulation of colonial trade, emphasis on raw materials • Government efforts to encourage colonial foundations e.g. chartered companies, territorial acquisition <p>Discussion of the role of Government - focus on interaction of causes: how the need for the protection & defence of trading interest led to the acquisition of territory which further stimulated the growth of empire.</p> |
| <p>5. The role of war & the development of Empire 7 hours</p> | <ul style="list-style-type: none"> • Defending Imperial interests: the defence of local interests and the elimination of local rivalries; the role of the navy; exemplified by conflict in India, naval action in the Americas & the geographical extent of the Seven Years War. • The contribution of wars to imperial prestige & expansion: <ul style="list-style-type: none"> ○ Wars against Louis XIV - the impact on naval development and acquisition of bases e.g. Gibraltar ○ War of Jenkins' Ear & War of the Austrian Succession ○ The Seven Years War - the extent of conflict and gains. The significance of the Peace of Paris for Britain's imperial position. <p>(Questions will not be asked that require specific knowledge of particular events and occasions, but candidates will need to be able to exemplify broad developments in imperial expansion)</p> <p>Discussion of the role of war - focus on the interaction of causes: how the acquisition of territory increasingly created the need for defence through the elimination of local rivals and threats, and how events within the empire as well as rivalry between governments led to wars and a cycle of conflict and growth to 1763.</p> <p>Essay writing/quality of communication focus: planning an essay - To what extent were trading companies responsible for the growth of the British Empire in the years c.1680-c.1740?</p> |

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| <p>6. The Empire in 1763 2 hours</p> | <p>Brief overview of the Empire in 1763:</p> <ul style="list-style-type: none">• extent of the Empire - geographical territory• nature of control - formal/informal government <p>Review of themes covered in 2,3,4 & 5: which factor was most influential in the cycle of continued expansion in the British Empire in the years 1680-1763?</p> <p>Essay writing/quality of communication: written timed assessment - How far do you agree that the growth of the British Empire to 1763 was dependent on the rapid development of the slave trade?</p> |
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Sample scheme of work for GCE History Unit 1 C2

Topic C2 : Relations with the American colonies and War of Independence, 1740-1789

The focus here is on the development of contextual knowledge and understanding of the changes which took place in the relationship between Britain and its American colonies, 1740-1789.

The intention is to establish a basis on which students will be enabled to present historical explanations and assess the significance in their historical context of events, individuals, ideas, attitudes and beliefs and the ways in which they influenced behaviour and action. Each main section also has a focus on the skills students need in order to communicate their understanding of historical explanation and significance. This programme covers the changing relationship between Britain and its American colonies as the settler colonies became less dependent on the Mother country in terms of politics, economics and defence. The aim is that students comprehend the consequences of British victory in the Seven Years War and the growing colonial discontent with British attempts to maintain authority, the determination for political independence and the subsequent military confrontation of the War of Independence and the consequences of British defeat for both Britain and the newly independent state of America.

It should be emphasized that it is an example of what might be done, not a model which must be adopted. The assumption has been made that contact time for this topic comprises 30 one-hour lessons. How these 30 hours could be distributed across an actual teaching programme is, of course, dependent upon the way an individual centre's timetable is constructed.

The content selected for this scheme is not prescribed as content to be assessed in the examination (except where it is actually detailed in the specification); instead it is illustrative of ways in which the required understandings may be developed. Furthermore, in the scheme outlined below, it is not suggested that each element should be given a standard unit of time.

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| 1. | Introduction to topic: |
| 2 hours | <ul style="list-style-type: none"> • Brief overview of the situation in North America in 1740 compared to 1789 - what changed and what stayed the same ? Why ? • Background to how and why a British interest developed in North America • Key features of the position in North America in 1740. Map exercises to establish the geography of the Thirteen states and their social and cultural variation; their climatic conditions and effect on development; The European Rivals, situation in Canada etc. • Overview of the 13 states (could be in table form) in 1740 - when established ?, why established ?, nature of colonial government ?, economic situation, relationship with the Britain |

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| <p>2.</p> <p>4 hours</p> | <p>Britain's Relations with American colonies 1740-63: Peace and Harmony ?</p> <ul style="list-style-type: none"> • Importance of the American colonies to Britain - economic value, strategic and military value, role in European power rivalries - importance in Seven Years War • American dependence on Britain for security - threat of attack from external European rivals particularly France and Spain & interior attack from Native Americans; economic reliance on the mercantilist system; social and political ties to the Mother country • Reasons for discontent - frustrations with economic limitations of mercantilism and Navigation Acts; taxations; resentment with British-appointed governors and slow political communication with Britain; growth of educated political elite e.g. Benjamin Franklin; growing generational separation from Mother country etc • How harmonious were the relationships between Britain and the American colonies in 1763 ? <p>Essay-writing/quality of communication focus: writing a paragraph on a selected factor e.g. long-term causes of discontent, why America was important to the British, why the American colonies needed British protection ?</p> |
| <p>3.</p> <p>7 hours</p> | <p>Growing Discontent 1760s-early 1770s</p> <ul style="list-style-type: none"> • Key turning point: Peace of Paris 1763 e.g. French defeat and loss of territory in Canada - defence of American colonies less importance - British response etc <p>The path to conflict: actions and counter-actions. A time-line table or chart showing the activities of each side:</p> <ul style="list-style-type: none"> • British attempts to raise taxation in the 1760s e.g. Stamp Act 1765 etc & American response to attempts to raise taxation e.g. growth of united opposition to Stamp Act 1765, 'No taxation without representation' etc • Escalation of discontent under Lord North 1773-74 e.g. discontent in Boston etc. • Immediate political events leading to hostilities 1774-6 e.g. Intolerable Acts 1774 etc <p>Discussion/debate: Why did war break out ? Who/what was to blame ?</p> <p>Essay-writing/quality of communication focus: planning an answer on causation e.g. Why did war break out in 1775? Why were Britain and the American colonies unable reach a compromise ?</p> |
| <p>4.</p> | <p>The American Revolution and War of Independence, 1775-1783</p> <ul style="list-style-type: none"> • Brief background to war itself - who supported each side ?, where did soldiers come from ?, who were the commanders etc. • Opening shots 1775 - Battle of Lexington, Second Congress, Battle of Bunker Hill, Olive Branch Petition - chance to prevent war. • Stage 1 - 1775-76 -Some success under Washington but British advantage under Burgoyne and Howe. Why was this not decisive ? Declaration of Independence |

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| 7 hours | <ul style="list-style-type: none"> • Stage 2 - 1776-78 - strong British position on land and sea - British success at Brandywine 1777 - American success at Saratoga - why did Britain end 1777 in vulnerable position ? • Stage 3 - 1778-83 - European involvement in war e.g. France, Spain etc, Cornwallis campaign in the south, naval defeat at Chesapeake, surrender at Yorktown & truce • Discussion debate: why did British lose the war ? - role of leadership, military weakness, strategic weakness, colonial determination, intervention of foreign powers etc <p>Essay-writing/quality of communication focus: extended writing - balanced judgement on significance of factors e.g. How far was the intervention of foreign powers responsible for British defeat in the War of Independence ?</p> |
| 5 hours | <p>5. Impact of Independence/Revolution, 1783-89</p> <ul style="list-style-type: none"> • Treaty of Versailles - immediate terms • Impact of defeat in Britain - political instability, rise of William Pitt, power of monarchy, popular demands for reform • Impact of defeat on British Empire in North America - situation in Canada • Anglo-American relations - diplomatic instability, economic resurgence • American Revolution - geographic borders; threats to the newly emerging states - external from European empires, internal from Native Americans and within states e.g. Shay's Rebellion; what type of government would emerge ? - Federal and anti-Federal beliefs, Constitutional Convention, Articles of Confederation and their weaknesses, choice of President, Bill of Rights etc. <p>Essay-writing/quality of communication focus: planning an answer on consequence e.g. How far did the American Revolution change the political and economic situation in Britain and the Empire after 1783 ? What effect did the War of Independence have on the American Constitution that emerged 1783-89 ?</p> |
| 5 hours | <p>6. Overview of changing relationships over time - recap</p> <p>Discussion/debate of key issues:</p> <ul style="list-style-type: none"> • What caused growing discontent between Britain and the American colonies? • Why did Britain and the American colonies go to war? Was war inevitable? • Why did the British lose the War of Independence? Why did the American colonies win the War of Independence ? Was the War of Independence essentially won or lost ? • What were the consequences of the loss of the American colonies for Britain? • Why did the American Constitution emerge in the form that it did? <p>Essay-writing/quality of communication focus: use the question above to practise writing introduction and conclusions.</p> <p>Assessment: extended essay-writing on causation - How far do you agree that the actions of British governments 1763-1775 were mainly responsible for the outbreak of war in 1775 ?</p> |

Exemplar Scheme of Work: Unit 1 Topic C3

| Topic C3: The Slave Trade, Slavery and the Anti-Slavery Campaigns, c1760-1833 | |
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| <p>The focus here is on the development of contextual knowledge and understanding of the changes which took place in British involvement in the slave trade and slavery c1760-1833.</p> <p>The intention is to establish a basis on which students will be enabled to present historical explanations and assess the significance in their historical context of events, individuals, ideas, attitudes and beliefs and the ways in which they influenced behaviour and action. Each main section also has a focus on the skills students need in order to communicate their understanding of historical explanation and significance. This programme covers the rise and growth of the slave trade, the economic and cultural impact of this trade for the British Empire and the movements that brought about the abolition of slavery in the Empire in 1833. The aim is that students comprehend the nature of the slave trade, in particular its importance to the Atlantic economy, the structure and operation of both the slave trade and slavery within the Empire, the arguments for and against abolition, the relative importance of individuals and societies in the success of abolition, and the circumstances in which the 1807 and 1833 Acts were passed.</p> <p>It should be emphasised that it is an example of what might be done, not a model which must be adopted. The assumption has been made that contact time for this topic comprises 30 one-hour lessons. How these 30 hours could be distributed across an actual teaching programme is, of course, dependent upon the way an individual centre's timetable is constructed.</p> <p>The content selected for this scheme is not prescribed as content to be assessed in the examination (except where it is actually detailed in the specification); instead it is illustrative of ways in which the required understandings may be developed. Furthermore, in the scheme outlined below, it is not suggested that each element should be given a standard unit of time.</p> | |
| <p>1. Britain & the slave trade 5 hours</p> | <p>Reasons for, and growing extent of, British involvement in the slave trade:</p> <ul style="list-style-type: none"> • the Atlantic economy in the mid-18th century - the triangular trade • significance of the Atlantic economy to the British economy • wider impact on Britain including cultural and social • the slave trade in other areas of the Empire e.g. the Cape after 1815 <p>Essay writing/quality of communication focus: writing conclusions to focus on key words or practising paragraphs - Why did Britain's involvement in the slave trade grow so rapidly in the last forty years of the eighteenth century?</p> |
| <p>2. The structure and operation of the slave trade</p> | <p>The structure and operation of slavery in British colonies:</p> <ul style="list-style-type: none"> • nature of transportation • role of the plantation • life for slaves |

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| <p>& slavery 6 hours</p> | <ul style="list-style-type: none"> • importance of the family <p>Discussion/debate: Why was slavery felt to be necessary to the economy of the British colonies? How was the treatment of slaves justified by slave owners?</p> |
| <p>3. The anti-slavery campaign - motives and methods 7 hours</p> | <p>Arguments for & the range of support for abolition and methods used:</p> <ul style="list-style-type: none"> • Arguments for the abolition of the slave trade and slavery • The contribution of religious groups - the Quakers, Evangelicals, the Clapham Sect • The work of individuals (1) - Thomas Clarkson and William Wilberforce • The work of individuals (2) - Olaudah Equiano, John Newton, Thomas Fowell Buxton • The contribution of abolition societies - Society for the Abolition of the Slave Trade • The impact of slave revolts - Jamaica revolt of Samuel Sharp 1831 <p>Quality of written communication:</p> <p>(i) construct a speech or newspaper editorial arguing in favour of the abolition of the slave trade/slavery.</p> <p>(ii) analysing factors - writing selected paragraphs on the significance of individuals groups and events in changing attitudes to slavery</p> |
| <p>4. Who opposed abolition, and why? 3 hours</p> | <p>Arguments of & range of opponents to abolition, and the methods used by the opponents to abolition:</p> <ul style="list-style-type: none"> • Arguments in favour of the slave trade and slavery • Political opposition to abolition e.g. MPs, commercial interests • Economic motives for resistance to abolition e.g. W Indian planters <p>Quality of written communication: construct a letter to a newspaper putting the economic case in favour of the slave trade/slavery.</p> |
| <p>5. Abolition of the slave trade in 1807 3 hours</p> | <p>Why, and how, was the slave trade abolished in 1807?</p> <ul style="list-style-type: none"> • weaknesses of early attempts to achieve abolition • the campaign in 1807 - methods used, supporters both individuals and groups • passing the Bill - political compromise with MPs, weakness of opponents to abolition • the main provisions of the Act • what had changed and what stayed the same for slaves, slave owners & slave traders after 1807? <p>Essay writing/quality of communication focus: planning an essay - Why was the slave trade but not slavery within the British Empire abolished in 1807?</p> |

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| <p>6.</p> <p>Abolition of slavery In 1833</p> <p>3 hours</p> | <p>Why, and how, was slavery in the Empire abolished in 1833?</p> <ul style="list-style-type: none"> • what were conditions like for slaves after 1807? • the campaign to 1833: methods used, supporters - individuals and groups - and the strengths and weaknesses of both supporters and opponents of abolition • circumstances favourable to abolition in 1833 including the Jamaican slave revolt 1831, economic difficulties, political reform • passing the Bill - what made it possible in 1833? How was opposition overcome? • the main provisions of the Act including the impact on ex-slaves and ex-slave owners in different parts of the Empire <p>Discussion /debate and essay: Why did it take so long for slavery to be abolished within the British Empire after 1807?</p> |
| <p>7.</p> <p>Overview c1760-1833</p> <p>3 hours</p> | <p>Review of the major themes:</p> <ul style="list-style-type: none"> • the growth and development of the slave trade to 1800 • the structure and nature of the slave trade and slavery • the role of the abolition campaign in relation to other factors e.g. economic in the achieving abolition • the conditions for slaves before 1807, after 1807 and for newly freed slaves in 1833 • how did the events impact on Britain? <p>Essay writing/quality of communication: written assessment - timed essay - How important was William Wilberforce to the campaign to abolish British participation in the slave trade?</p> |
| <p>8.</p> | |
| <p>9.</p> | |
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Exemplar Scheme of Work: Unit 1 Topic C4

| Topic C4: Commerce and Conquest: India, c1760-c1835 | |
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| <p>The focus here is on the development of contextual knowledge and understanding of the changes which took place in the British relationship with India c1760-1835.</p> <p>The intention is to establish a basis on which students will be enabled to present historical explanations and assess the significance in their historical context of events, individuals, ideas, attitudes and beliefs and the ways in which they influenced behaviour and action. Each main section also has a focus on the skills students need in order to communicate their understanding of historical explanation and significance. This programme covers the activities of the East India Company and the British government in extending influence over the Indian sub-continent and the actions and reactions of the indigenous population and other Europeans living and working in India between c1760 and 1835.</p> <p>It should be emphasised that it is an example of what might be done, not a model which must be adopted. The assumption has been made that contact time for this topic comprises 30 one-hour lessons. How these 30 hours could be distributed across an actual teaching programme is, of course, dependent upon the way an individual centre's timetable is constructed.</p> <p>The content selected for this scheme is not prescribed as content to be assessed in the examination (except where it is actually detailed in the specification); instead it is illustrative of ways in which the required understandings may be developed. Furthermore, in the scheme outlined below, it is not suggested that each element should be given a standard unit of time.</p> | |
| <p>1.</p> <p>Britain in India c1760</p> <p>3 hours</p> | <p>The situation c1760-1765:</p> <ul style="list-style-type: none"> • brief overview of the development of the East India Company in India including territorial expansion • rivalry with the French - the battles of Clive & Dupleix, the outbreak of the Seven Years War, trading rivalry • the nature of East India Company rule in Bombay, Madras and Calcutta • the consequence of victory in the Seven Years War for Company rule and British influence |
| <p>2.</p> <p>Overview c1760-1835</p> <p>2 hours</p> | <p>An overview of the main events from c1760-1835 in a thematic timeline, including:</p> <ul style="list-style-type: none"> • main political developments • Governors General • rivalry with the French • relations with indigenous rulers • territorial expansion <p>Discussion - in what ways, did British influence increase in India in the period c1760-</p> |

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| | 1835? |
| <p>3.</p> <p>The nature and growth of British political power in India to 1835</p> <p>6 hours</p> | <p>The role of the East India Company and the increasing intervention of the British government:</p> <ul style="list-style-type: none"> • the nature of East India Company rule in 1763 and associated issues and problems e.g. corruption, expansion of power and territory • reasons for increasing British government concern over the nature of Company rule • British government legislation - the reasons for, and the outcomes of, the following: <ul style="list-style-type: none"> - East India Company Act, 1773 - India Bills, 1783-84 - Charter Act, 1813 - Charter Act, 1833 <p><i>(Knowledge of specific clauses of the Acts listed will not be required, but candidates will be expected to use the reasons for, and outcomes of, the Acts in exemplification of the broad theme of power and control.)</i></p> <ul style="list-style-type: none"> • Brief outline of the role of the Governor General (to be covered in more detail later) • Summary of change over time - what was the nature of Company rule in 1763? what had changed by 1835?, what had stayed the same by 1835? <p>Essay writing/quality of communication: essay planning with emphasis on key words and dates - Why did the British government increasingly regulate the East India Company in the period c1770-1813?</p> |
| <p>4.</p> <p>The role of the Governor General</p> <p>6 hours</p> | <p>The importance of the role of the Governor General in the consolidation of British rule in India:</p> <ul style="list-style-type: none"> • nature and role of the position of Governor General from 1774 • Case studies to illustrate the main characteristics of each governor-generalship and the nature of power and control, including political, economic and social policies, relations with Indian rulers & territorial expansion: <ul style="list-style-type: none"> - Warren Hastings, 1774-1785 - Lord Cornwallis, 1786-93; 1805 - Richard Wellesley, 1797-1805/6 <p>Discussion - 'Hastings, Cornwallis, Wellesley - who had the most impact on consolidating British rule in India?'</p> <p>Essay writing/quality of communication: practice in creating a balanced judgement by writing conclusions to the discussion topic above.</p> |

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| <p>5. The impact of Anglo-French rivalry 3 hours</p> | <p>The impact and significance of Anglo-French rivalry in India:</p> <ul style="list-style-type: none"> • brief overview of British/Company relationship with other European nations in India up to c1760 e.g. France, Portugal, Dutch • Anglo-French trading rivalry • Anglo-French warfare in India - the consequences for Company expansion and rule in the future • Anglo-French rivalry in Europe - the Seven Years War, the Revolutionary and Napoleonic Wars, the consequences for the growth of British formal control in India • French influence on Company/British relationships with the Indian princes <p>Discussion - How much of a threat were the French to the consolidation of British rule in India up from c1760-1815?</p> |
| <p>6. Relations between the British and the Indian princes 5 hours</p> | <p>Interaction of the British with the indigenous Indian population with particular reference to the Indian princes:</p> <ul style="list-style-type: none"> • Attempts by Indian princes to limit power of British - opposition of Tipu Sahib in Mysore, relations with Marathas • British challenges to opposition including the Marathas & Mysore Wars. • Changing relationships with Princes as British power and influence spread - the political geography of formal and informal rule across the period - situation in 1815 and 1835. |
| <p>7. The moral dimension in the relationship between Britain & India in the 1820s & 1830s 3 hours</p> | <p>Changing attitudes towards indigenous Indian culture in the 1820s and early 1830s:</p> <ul style="list-style-type: none"> • early attitudes towards Indian society and culture • growing influence of the moral dimension of the 'Pax Britannica' after 1815 • growth of Christian missionary activity • campaigns against Indian customs and culture, including the end of thuggee and suttee • the role of Governor General Bentinck, 1828-35 <p>Discussion - What factors were responsible for the changes in British attitudes towards Indian society and culture in the 1820s and 1830s ?</p> |
| <p>8. Britain in India c1835</p> | <p>What was the nature of British rule in India c1835?</p> <ul style="list-style-type: none"> • the role of the East India Company • the role of the British government |

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| 2 hours | <ul style="list-style-type: none">• the relationship with the Indian princes - the extent of informal/formal control• territorial expansion to 1835• British influence over Indian society and culture <p>Essay writing/quality of communication: assessment essay - How important was Lord Cornwallis' contribution to the development of British rule in India?</p> |
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Exemplar Scheme of Work: Unit 1 Topic C5

| Topic C5: Commerce and Imperial Expansion, c1815-1870 | |
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| <p>The focus here is on the development of contextual knowledge and understanding of the changes which took place in the expansion of British trade and empire c.1815-1870.</p> <p>The intention is to establish a basis on which students will be enabled to present historical explanations and assess the significance in their historical context of events, individuals, ideas, attitudes and beliefs and the ways in which they influenced behaviour and action. Each main section also has a focus on the skills students need in order to communicate their understanding of historical explanation and significance. This programme covers the themes of imperial expansion during the heyday of British global power and economic primacy, the exercise of imperial power and the challenges and resistance to imperial power. The aim is that students comprehend the importance of the Napoleonic Wars in stimulating imperial power and growth after 1815, the extent of imperial expansion, the concepts of formal and informal empire, the role of the Royal Navy and the moral dimensions of empire with particular reference to missionary activity.</p> <p>It should be emphasised that it is an example of what might be done, not a model which must be adopted. The assumption has been made that contact time for this topic comprises 30 one-hour lessons. How these 30 hours could be distributed across an actual teaching programme is, of course, dependent upon the way an individual centre's timetable is constructed.</p> <p>The content selected for this scheme is not prescribed as content to be assessed in the examination (except where it is actually detailed in the specification); instead it is illustrative of ways in which the required understandings may be developed. Furthermore, in the scheme outlined below, it is not suggested that each element should be given a standard unit of time.</p> | |
| <p>1. Empire before the Napoleonic Wars 1 hour</p> | <p>A very brief overview of the pre-war position:</p> <ul style="list-style-type: none"> • extent of British Empire - territorial acquisition and areas of interest • extent of trading interests • British economy & the beginnings of industrialisation |
| <p>2. The Significance of the Napoleonic Wars 5 hours</p> | <p>The situation in 1815 :</p> <ul style="list-style-type: none"> • Territorial gains in 1815 as result of the end of Napoleonic Wars • Strategic significance of territory gained e.g. Malta, the Cape, including the significance for Royal Navy • Growing strength of the Royal Navy - size, bases, command of the world's oceans, military advantage • Britain's increased industrial & commercial position by 1815 <p>Discussion/debate: Why did British involvement in the Napoleonic Wars stimulate imperial expansion?</p> |
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| <p>3.</p> <p>The Relationship between Empire and British Industrialisation</p> <p>5 hours</p> | <p>Economics of Empire:</p> <ul style="list-style-type: none"> • Significance of the Empire as a market for manufacturers e.g. cotton to India • Significance of the Empire as a supplier of raw materials and food e.g. sugar from West Indies • Importance of areas within 'informal' spheres of influence e.g. cotton from the USA to Lancashire • Relationship between economy of the 'Mother Country' and the Empire - growth and decline e.g. the decline of manufacturing in India; the growth of British manufacturing predominance <p>Essay writing/quality of communication: planning an essay - Assess the significance of Britain's Industrial Revolution in the development of the British Empire in the period c1815-70.</p> |
| <p>4.</p> <p>The expansion of the British Empire to 1870</p> <p>7 hours</p> | <p>Securing an imperial presence:</p> <ul style="list-style-type: none"> • Timeline of imperial expansion 1815-1870 • Nature of imperial expansion - the distinction between formal (actual political control e.g. in much of India) and informal influence e.g. China and South America • Importance of the Royal Navy in expanding formal and exercising informal influence e.g. gunboat diplomacy, positioning of naval squadrons • Case study: China - formal control in Hong Kong, informal control at Shanghai, naval intervention in the wars with China 1839-42 & 1856-60 <p>Essay writing/quality of communication: practising paragraphs - To what extent did Britain expand its formal empire during the period c1815-1870?</p> |
| <p>5.</p> <p>The significance of the Royal Navy</p> <p>3 hours</p> | <p>The role of the Royal Navy:</p> <ul style="list-style-type: none"> • The situation in 1815 (recap)- size, bases, command of world oceans, military advantages, strategic gains • Securing an imperial presence (recap) - expanding formal and exercising informal influence e.g. gunboat diplomacy, China wars 1839-42 & 1856-60 • The moral dimension including the suppression of piracy, inhibiting the slave trade and enforcing abolition of slavery. <p>Discussion/debate: Why was the Royal Navy so important to the expansion of the British empire c1815-1870?</p> |

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| <p>6.</p> <p>The moral dimension</p> <p>7 hours</p> | <ul style="list-style-type: none"> • The concept of the 'Pax Britannica' • Role of the Royal Navy in suppressing piracy, inhibiting the slave trade & enforcing abolition of slavery, maintaining the 'peace' (recap) • Christian attitudes towards the expansion of empire • Role of Christian missionaries - the contribution of missionaries in the Caribbean, Africa and Asia to imperial expansion both formal and informal <p>Essay writing/quality of communication: written timed assessment - How far do you agree that Christian missionary activity was vital to the development of the British Empire in Africa and the Caribbean in the period c1815-70?</p> |
| <p>7.</p> <p>The British Empire In 1870</p> <p>2 hours</p> | <p>The situation in 1870:</p> <ul style="list-style-type: none"> • The territorial extent of British influence - formal and informal • The extent of trading interests • The economic position of Britain <p>Discussion/debate: What had changed and what had stayed the same, and why, between 1815-1870? What were the main factors explaining British imperial expansion 1815-1870?</p> |

Exemplar Scheme of Work: Unit 1 Topic C6

| Topic C6: Britain and the Scramble for Africa, c.1875-1914 | |
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| <p>The focus here is on the development of the British Empire in Africa during the period commonly referred to as the 'Scramble for Africa', c.1875-1914.</p> <p>The intention is to establish a basis on which students will be enabled to present historical explanations and assess the significance in their historical context of events, individuals, ideas, attitudes and beliefs and the ways in which they influenced behaviour and action. Each main section also has a focus on the skills students need in order to communicate their understanding of historical explanation and significance. This programme covers the expansion of British rule in Africa c.1875-1914 from intervention in the Suez Canal to the outbreak of World War 1. In order that they should have the knowledge and understanding of the nature of imperial expansion in Africa, the aim is that students comprehend the nature of Empire in 1870, the debate over the formal/informal nature of British rule, the methods used to expand, the attitudes within Britain both political and popular to territorial expansion, the factors which influenced expansion and the consequences for future British rule and acquisition of territory in Africa up to 1914. The particular situation and subsequent consequences of war in South Africa has been covered in more detail.</p> <p>It should be emphasised that it is an example of what might be done, not a model which must be adopted. The assumption has been made that contact time for this topic comprises 30 one-hour lessons. How these 30 hours could be distributed across an actual teaching programme is, of course, dependent upon the way an individual centre's timetable is constructed.</p> <p>The content selected for this scheme is not prescribed as content to be assessed in the examination (except where it is actually detailed in the specification); instead it is illustrative of ways in which the required understandings may be developed. Furthermore, in the scheme outlined below, it is not suggested that each element should be given a standard unit of time.</p> | |
| 1. 2 hours | <ul style="list-style-type: none"> • Introduction to the topic: <ul style="list-style-type: none"> • British Africa c.1870 compared to 1914 (use of maps) - What has changed? & what has stayed the same? • Brief discussion of the possible factors influencing the development of Empire - economic, strategic, prestige, moral • Introduction to concepts of Empire - formal, informal, spheres of influences, imperialism, jingoism • Formulate a table to be able to record information to show how, when, why different geographical areas were acquired by Britain |
| 2. | <ul style="list-style-type: none"> • What was the British position in Africa c.1875? (a very brief look at each) <ul style="list-style-type: none"> • What land/influence did Britain have & how was this achieved? - Gold Coast forts, Sierra Leone, Gambia, Cape Colony/Natal • Why were the Cape and Egypt of strategic interest? - importance of India • What economic potential did Africa appear to have? - e.g. mineral resources • What was the British political attitude towards Empire? - debate on the |

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| 2 hours | <p>importance of Empire</p> <ul style="list-style-type: none"> • The moral mission: What role did missionaries play in encouraging the growth of Empire? - Missionary Societies etc • • Essay writing/quality of communication focus: selection and deployment. Selecting relevant information to include in a paragraph to answer briefly one of the bullet point questions. |
| 3. | <ul style="list-style-type: none"> • Two possible approaches to be followed to gain a knowledge base: • 3(a) - geographical areas • 3(b) - chronological overview |
| <p>3(a)</p> <p>Geographical approach</p> <p>11 hours</p> | <ul style="list-style-type: none"> • The Scramble for Africa - geographic and conceptual approach (will need to ensure that British political and popular attitudes towards Empire, the concept of 'imperial pull' and the reasons for territorial acquisition are included) <ul style="list-style-type: none"> • North Africa - Disraeli's purchase of Suez Canal shares, intervention of Gladstone, limited control through IDC, Gordon's expedition to Sudan • East Africa & Nile Valley - relate to the situation in North Africa; international rivalry particularly German; Zanzibar; British East Africa Company & MacKinnon; Kenya and Uganda • West Africa - the development of existing bases; economic value; international rivalry, Berlin West Africa Conference 1884-5; Royal Niger Company & Goldie • Southern & Central Africa - expansion from the Cape Colony, Zulu Wars, presence of Boers, discovery of mineral wealth, international rivalry especially Germany, the British South Africa Company & Cecil Rhodes, the situation leading to the Second Boer War • 1895 - c1902 - end to the Scramble & attempts to consolidate - international agreements with Germany 1896/1890 & France 1898/1904; growth of political & popular support for 'imperialism'; economic interests; attitudes towards Boers leading to Second Boer War • Essay-writing, quality of communication focus: planning an answer on causation for each of the bullet points - why did Britain establish control in ... up to 1899? |

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| <p>OR</p> <p>3(b)</p> <p>Chronological approach</p> <p>11 hours</p> | <ul style="list-style-type: none"> • The Scramble for Africa - a chronological/conceptual approach <ul style="list-style-type: none"> • 1875-1884-5 - preparation for the Scramble - renewal of imperial interest including Disraeli, J R Seeley; consolidation of existing land; economic interests; the emergence of international rivalry; nature of acquisition in North Africa - Disraeli's purchase Suez Canal shares, Gladstone's military intervention • 1884-5 -1895 - The Scramble and the reasons for it. The concept of 'imperial pull'; international rivalries, Berlin West Africa Conference; East African protectorate; Zanzibar; economic interests; influence in Upper Nile Valley - Gordon's expedition to Sudan; Uganda; the attempt to develop informal influence through Chartered Companies; role of men-on-the-spot e.g. Rhodes, Goldie, Mackinnon; popular support for Empire • 1895 - c1902 - end to the Scramble & attempts to consolidate - international agreements with Germany 1896/1890 & France 1898/1904; growth of political & popular support for 'imperialism'; economic interests; attitudes towards Boers leading to Second Boer War • Essay-writing, quality of communication focus: planning an answer on causation How far were individuals responsible for British expansion during the Scramble for Africa? |
| <p>4.</p> <p>6 hours</p> | <ul style="list-style-type: none"> • The Boer Wars - 1880-81 & 1899-1902 <ul style="list-style-type: none"> • South Africa in context - why did the Boer Republics become a problem in the 1880s? • First Boer War 1880-81 - causes & consequences, Pretoria Convention • Causes of Second Boer War 1899 - economic, strategic, international rivalry, role of men-on-the-spot, political and popular attitudes within Britain, 'moral concern' • Course of the Second Boer War 1899-1902 - brief overview of the periods of fighting - initial defeats, 'Black Week', counter-offensive, guerrilla war, British tactics, eventual 'victory'; why did the war last so long & cost so much? • Attitudes within Britain - pro-War attitudes - public enthusiasm, jingoism, 'Mafeking', 'Khaki Election'; anti-War attitudes - response to 'unfit' recruits, criticisms of war e.g. Lloyd George, response to Kitchener's tactics • Essay-writing/quality of communication focus: writing the introductions and conclusions to essays in answer to the following - Why did Britain go to war with the Boers in 1880/1899? Why did it take so long for the British to achieve victory in the Second Boer War? Why did attitudes in Britain towards the Second Boer War change during the years 1899-1902? |
| <p>5.</p> <p>2 hours</p> | <p>Aftermath of Scramble and Second Boer War 1902-1914-</p> <ul style="list-style-type: none"> • Peace of Vereeniging 1902 and consequences for Empire in South Africa • Attitudes within Britain - moral response in Britain; 1906 elections; economic debate - Hobson; international relations & the move away from 'splendid isolation' |

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| <p>6.</p> <p>2 hour</p> | <ul style="list-style-type: none"> • What was the British position in Africa in 1914? (a very brief look at each using finished chart) • What land/influence did Britain have & how was this achieved? • In what way was Africa still of strategic interest? - importance of India • What economic value did Africa have? - e.g. mineral resources • What was the British political attitude towards Empire? - politicians & popular support, contribution in the lead up to World War I • The moral mission: How did Britain perceive its moral role in Empire? - • How far had attitudes changed over the period? White Man's burden? Growing anti-imperialism? Valuable asset? <p>Essay writing/quality of communication focus: Assessment - extended writing on How far do you agree that Britain began to withdraw from its African Empire after the Second Boer War?</p> |
| <p>7.</p> <p>5 hours</p> | <p>Conceptual debate - Why did Britain expand its Empire in Africa c.1875-1914.</p> <p>Discussion/debate/ essay-writing</p> <ul style="list-style-type: none"> • What were the main factors determining British expansion? - economic, strategic, military, moral, European rivalry, individual men-on-the spot • Was formal empire more accidental than planned? - Was there an imperial imperative/pull to acquire new territories? - What elements of chance might be seen? • What do the historians suggest? - economic theories e.g. Hobson, Lenin; strategic theories e.g. Robinson & Gallagher, Kennedy; recent interpretations e.g. Ferguson <p>Essay-writing/quality of communication focus: writing debate speeches to argue for or against the influence of various factors as causes of imperial expansion.</p> <p>Assessment - extended writing to create a balanced judgement on the significance of a given factor - How far were strategic factors the main cause of British expansion in Africa during the period c.1875-1914?</p> |

Exemplar Scheme of Work: Unit 1 Topic C7

| Topic C7: Retreat from Empire: Decolonisation in Africa, c.1957-81 | |
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| <p>The focus here is on the development of contextual knowledge and understanding of the changes which took place during the process of British decolonisation in Africa, c.1957-81.</p> <p>The intention is to establish a basis on which students will be enabled to present historical explanations and assess the significance in their historical context of events, individuals, ideas, attitudes and beliefs and the ways in which they influenced behaviour and action. Each main section also has a focus on the skills students need in order to communicate their understanding of historical explanation and significance. This programme covers the period during the 20th century in which Britain withdrew from its African colonies. In order that they should have knowledge and understanding of the causes, course and consequences of decolonisation, the aim is that the students comprehend the context of Empire in the 1950s, changing British attitudes towards Empire, the growth of nationalism, specific responses to decolonisation in different geographical areas and the transition to independence in different African states.</p> <p>It should be emphasised that it is an example of what might be done, not a model which must be adopted. The assumption has been made that contact time for this topic comprises 30 one-hour lessons. How these 30 hours could be distributed across an actual teaching programme is, of course, dependent upon the way an individual centre's timetable is constructed.</p> <p>The content selected for this scheme is not prescribed as content to be assessed in the examination (except where it is actually detailed in the specification); instead it is illustrative of ways in which the required understandings may be developed. Furthermore, in the scheme outlined below, it is not suggested that each element should be given a standard unit of time.</p> | |
| 1. | <p>Introduction to topic:</p> <ul style="list-style-type: none"> • Background to Empire in Africa to 1945: brief overview of British contact with Africa pre-1945 • Key features of African Empire post-1945: annotated maps of African Empire in 1945; clear indication of the distinct geographic areas of colonisation: <ul style="list-style-type: none"> ▪ West Africa: administrative colonisation with little European settlement ▪ East Africa: administrative colonisation with a 'settler-factor' of Europeans and Asians ▪ Central-Southern Africa: a strong 'settler-factor' with a large European minority • Decolonisation 1957-1981 - brief overview of the key dates of decolonisation |
| 2 hours | |
| 2. | <p>1950s: Empire Questioned</p> <ul style="list-style-type: none"> • Impact of World War 2 - not immediately apparent but economic, political & strategic role of Britain undermined • Emergence of Cold War - bi-polar world & decline of British prestige, attitudes |

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| 2 hours | <p>of both USA & USSR towards 'empire'</p> <ul style="list-style-type: none"> • Growth of nationalism/decolonisation - in wider world & Africa • Attitudes within Britain after 1945: <ul style="list-style-type: none"> ▪ British government - slow preparation for decolonisation; Commonwealth ▪ British public - move towards Commonwealth, creation of the new Welfare State, moral questions of apartheid etc. <p>Essay-writing/quality of communication focus: writing a paragraph on a selected factor - choose one of the bullet points to answer a paragraph in question: To what extent was the African Empire unsustainable by 1957?</p> |
| 3. 3 hours | <p>C.1957-1960 - Why did situation in mid-1950s change pace of decolonisation?</p> <ul style="list-style-type: none"> • Impact of Suez Crisis 1956 - exposure of British weaknesses, MacMillan's aims: recapture US benevolence; distance from Britain's imperial past • MacMillan's cost-benefit analysis 1957 -economic audit of cost of Empire questions value; Britain unwilling to spend money to defend Empire • Events in British Africa - violence of Mau Mau in Kenya; failure of Central African Federation; Gold Coast/Ghana independence 1957; 'winds of change' <p>Essay-writing/quality of communication: planning an extended answer on causation - Why did the British begin to speed up preparations for decolonisation 1957-1960?</p> |
| 4. 5 hours | <p>Growth of Nationalism in the 1950s and 60s:</p> <ul style="list-style-type: none"> • Origins of nationalism - anti-colonial revolt, influence of World Wars, economic development, education, external influences -Asian nationalism etc • West Africa - struggle against administrative colonialism; influence of education; Gold Coast - Nkrumah & CPP, Nigeria - Azikiwe • East Africa - struggle against administrative and settler colonialism; Tanganyika - Nyerere & TANU; Kenya - Kenyatta & KANU • Central-Southern Africa - struggle against administrative and settle colonialism; Central African Federation 1953-63; nationalist leaders Banda, Kaunda, Nkomo <p>Essay-writing/quality of communication: extended writing - significance of factor - How far were individual leaders responsible for the growth of African nationalism in the 1950s & 1960s?</p> |

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| <p>5.</p> <p>5 hours</p> | <p>Gaining Independence 1957-65</p> <ul style="list-style-type: none"> • Brief recap of the climate for change from Section 4 • Factors affecting pace & pattern of decolonisation - nature of nationalist campaign e.g. violence/peace protest; type of imperial govt. e.g. administrative/settler colonies; economic issues; internal difficulties - ethnic, regional differences; British attitudes • West Africa - British view earliest region for independence - educated elite, economic resources, growing nationalist discontent; measured hand-over etc. • East Africa - British view less need for early independence but pace increased - Mau Mau violence, leadership of Nyerere, 'winds of change' • Central-Southern Africa - British view hoped for settler responsibility leading to multi-racial govt but strength of nationalist and settler opinion created difficulty - breakdown of Central African Federation leading to independence for Nyasaland (Malawi) & Northern Rhodesia (Zambia); troubled situation in Southern Rhodesia (Zimbabwe). <p>Essay-writing/quality of communication focus: extended writing - Assessment: Do you agree that the granting of African independence was a generally peaceful process?</p> |
| <p>6.</p> <p>5 hours</p> | <p>Independence Gained: Aftermath of Decolonisation 1957 onwards</p> <ul style="list-style-type: none"> • Situation inherited (brief overview) - British legacy, internal differences etc. • West Africa - Nigeria - internal difficulties, military coup; civil war 1967-1970; re-united Nigeria 1970; Ghana under Nkrumah, military coup 1966; economic development • East Africa - ethnic diversity; instability in Uganda; Tanzania & Kenya one-party government; economic development • Central Africa - ethnic diversity; Zambia & Malawi one-party government; economic development • Brief review of pattern of progress: internal difficulties; one-party government; relationship with USSR/China; political instability leading to military coup; economic problems; social/racial legacy of British rule. <p>Essay-writing/quality of communication focus: planning an answer on consequences - To what extent did African decolonisation lead to political and social instability in the new nation states?</p> |
| <p>OR</p> | <p>Alternative approach to 4,5 & 6 - combine 4,5 & 6 for the 3 geographical areas of West Africa, East Africa & Central- 5 hours each.</p> |
| <p>7.</p> | <p>Southern Africa: A troubled relationship</p> <ul style="list-style-type: none"> • Difficult situation in Southern Africa - position to 1960; 'winds of change' speech; declaration of republic 1960; withdrawal/rejection from Commonwealth; British attempts at political, economic & social censure • The Last Colony: Rhodesia/Zimbabwe 1960-81: <ul style="list-style-type: none"> ▪ Why did Southern Rhodesia pose such a problem? - Background to 1960; unwillingness of white settler government to grant majority rule 1960-65; declaration of UDI 1965. |

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| 5 hours | <ul style="list-style-type: none"> ▪ Consolidation of UDI 1965-1975 - why situation not resolved quickly? - lack of united external response; split in African nationalism - ZAPU/ZANU; guerrilla warfare intensifies ▪ Movement towards Independence 1975-1979 - why Rhodesian govt. begin moves to resolution? - 1972-78 guerrilla war successes; external situation e.g. South Africa etc. ▪ Independence 1979-80 - compromise govt. under Muzorewa; continuation of guerrilla war; Lancaster House Conference ▪ Why did it take so long to gain independence? - entrenched position of Rhodesian settlers; outside support for both Rhodesians & nationalists; British reluctance to interfere directly; nationalist disunity <p>Essay-writing quality of communication focus: writing introductions and conclusions -</p> <p>Why was UDI declared in 1965? To what extent was Britain responsible for the failure to reach independence in Zimbabwe until 1980 ?</p> |
| 9. 3 hours | <p>Discussion/debate: The Nature of British Decolonisation in Africa, c.1957-81.</p> <ul style="list-style-type: none"> • Factors determining decolonisation: metropolitan issues - economic, social, political; peripheral issues- bi-polar world; African issues - nationalism etc <p>Possible areas for discussion:</p> <ul style="list-style-type: none"> • Why did the African Empire become less sustainable in the 1950s? • To what extent was 1957 a turning point in Britain's relationship with Africa? • What factors affected the pace of decolonisation in Africa? /Why did the decolonisation process speed up in the early 1960s? • To what extent was African decolonisation a peaceful/violent process? • Why was Rhodesia the last colony to gain independence? /Why did independence take so long to achieve? <p>Essay-writing/quality of communication focus: Assessment: use any of the bullet points as basis for extended writing/practice answer.</p> |
| 10. | |